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ABSTRACT

The book describes procedures used to provide nonsheltered community based vocational training to moderately and severely/profoundly handicapped students at the secondary level. The program is desgiend to enable students to make the transition to paid employment in two or more part-time jobs as a viable alternative to a single full-time job as well as a means of improving the individual's quality of life, and increasing the opportunities for interactions with nonhandicapped peers. Details of implementing this type of vocational training at the secondary level are explained as well as procedures for job search and development and job training including data keeping and movement of students across job settings. The first chapter provides a program overview and explains the program philosophy. Necessary steps before placement are detailed next and include referral, interview with the student and parent, making transportation arrangements, and establishing priorities when student referrals exceed resources. The third chapter describes the work of the placement specialist while the fourth details strategies for teaching job skills stressing behavioral theory. Considered in the fifth chapters is teaching associated work skills or behaviors. The recruitment, training, and skill maintenance of the volunteer is the subject of the sixth chapter. The record keeping system is explained in the last chapter. Blank sample forms are appended. (DB)

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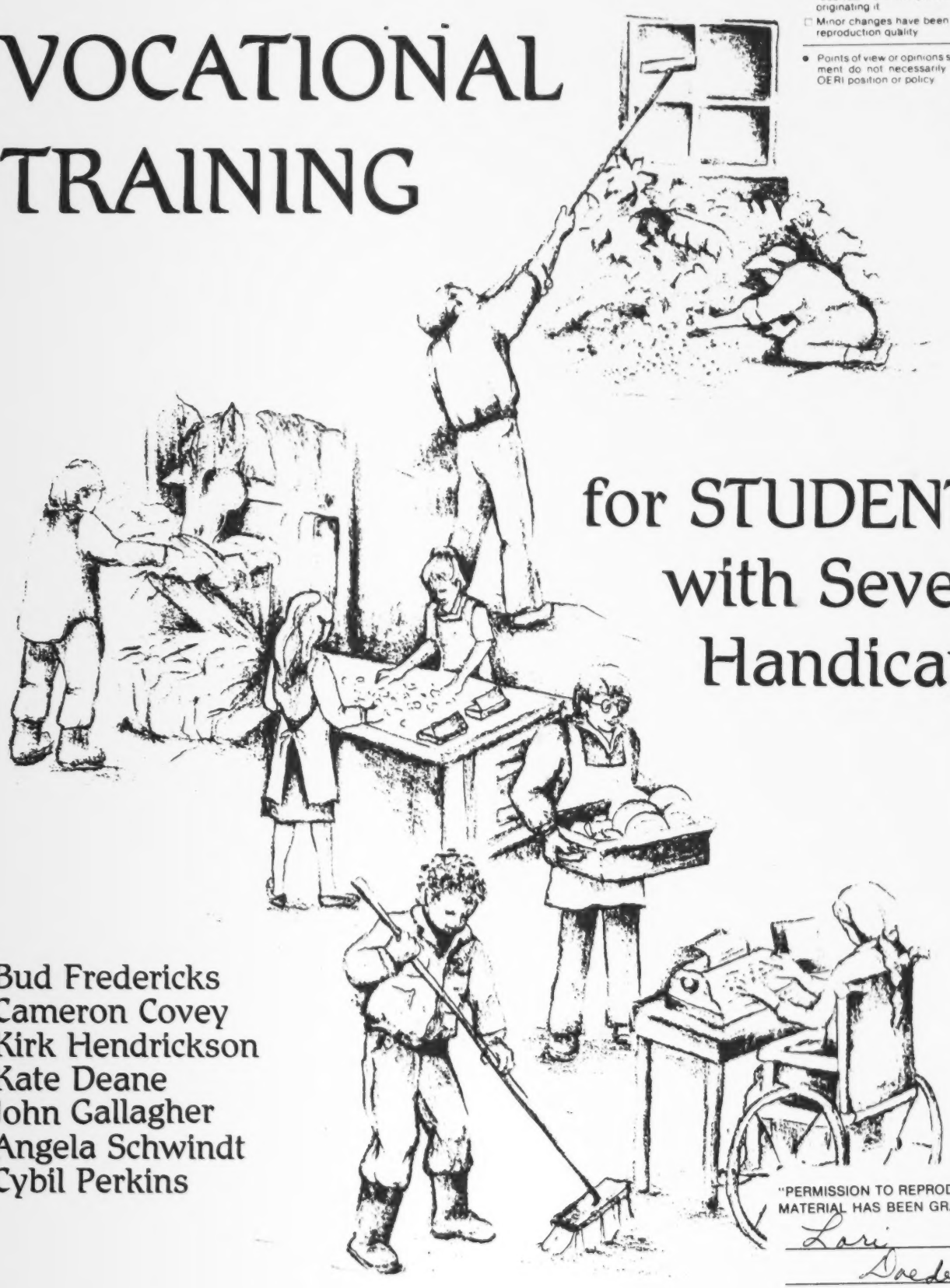
VOCATIONAL TRAINING

for STUDENTS with Severe Handicaps



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DEDICATION

This book is dedicated to Dr. Thomas D. Wogaman, Superintendent, Ms. Katy Hurley, Director of Pupil Personnel Services in the Corvallis Public Schools, and the School Board of School District 509J, Corvallis, Oregon for encouraging the establishment of this project and promoting a supportive environment for its implementation.

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We also wish to thank Dr. Victor Baldwin, the Director of Teaching Research, who continually provides a supportive environment for research and development.

FOREWARD

This book describes the procedures used to provide nonsheltered community based vocational training to students at the secondary level. The students served range from those with moderate handicaps to severe and profound handicaps. No student was excluded from the program because of severity of handicapping condition.

This book has been written for the practitioner in the local public schools. It is directed towards those who may supervise programs for vocational education, administrators, teachers and job coaches or trainers.

Much of the material in this book is not original. It draws heavily upon the work of Paul Wehman in Virginia who certainly must be regarded as the pioneer in supported work. However, the book does present new ideas and operational procedures. It focuses on part-time work as being a viable means of providing full-time employment, of improving the quality of life and increasing the opportunities for interactions with nonhandicapped peers. The book also provides details for implementing this type of vocational training program at the secondary level. It describes procedures for job search and development and job training including data keeping and movement of students across job settings. The book has been designed for the practitioner. We hope that it succeeds in being helpful to those in school districts who are attempting to implement and conduct vocational training in the community.

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CHAPTER 1

OVERVIEW AND PHILOSOPHY

Introduction

The purpose of this manual is to provide educators with a guide for the implementation of a community-based vocational training program for secondary school-aged students with moderate to severe handicaps. In this program, students are placed in non-paid vocational positions within the community for training purposes. Volunteer assistants are utilized to help paid staff with the direct training and monitoring of the students' work performance. Emphasis is on competitive, non-sheltered vocational training sites to gain relevant skills necessary for post-school, paid employment in the community. The transition to paid employment in two or more concurrent part-time jobs is presented as an extension of this training strategy, and as an alternative to a single, full-time job in adulthood for individuals with moderate to severe handicaps.

Overview and Philosophy

This chapter presents an overview of a community-based vocational education program. The justification and the goals of the program are discussed, followed by the strategies and philosophy of job placement. The chapter concludes with a summary of subsequent chapters.

Historically, the capabilities of persons with moderate to severe handicaps have been underestimated; however, for over two decades, professional literature has been replete with demonstrations of the vocational competence of these individuals. Persons with moderate to severe handicaps have solidly demonstrated their abilities to learn complex tasks (Crosson, 1967; Gold, 1972), to perform tasks at high production levels (Bellamy, 1976), and to perform successfully in a variety of competitive employment sites (Rusch & Mithaug, 1980; Sowers, Thompson, & Connis, 1979; Wehman, 1980). The clear implication is that low productivity or lack of vocational success cannot be attributed simply to the presence of a handicapping condition. In fact, the research strongly suggests that there is no individual whose handicap is "so severe as to make his/her productive capacity inconsequential" (The Federal Register, 1974, p. 17509). The evidence overwhelmingly supports the claim that people with moderate to severe handicaps are capable of becoming vocationally competent workers (Bellamy, 1976; Bellamy, Horner, & Inman, 1979; Gold, 1976). With specialized and structured training, persons with moderate to severe handicaps can successfully be taught a variety of skills in diverse environments, whether they be in sheltered work environments or in competitive community placements.

Paid employment has value other than the obvious monetary reimbursement. In our society, work and wages are considered necessary for an individual's self-respect and for gaining the respect of others (Turkel, 1972; Schrank, 1978). This is equally true for a person with handicaps. Paid work provides the means to support one's desired lifestyle. Without paid work, persons are often forced into a life of isolation and segregation (Bellamy et al., 1984). An income makes leisure activities such as shopping, sports, vacations, and social outings more accessible. In addition to these benefits to the working individual, there are benefits to society due to decreased reliance on government-supported social benefits for the person with handicaps, as well as the addition of persons to the tax-paying workforce.

Historically, sheltered workshops and work activity centers have been the sole providers of vocational services to persons with moderate to severe handicaps who are

beyond school age. We can no longer depend on these vocational services to meet the needs of the handicapped population. Increasing demand for positions in these facilities has been caused by recent trends toward community placement rather than the institutionalization of those with handicaps. Between 1968 and 1976 the client population of work activity centers rose five hundred percent. In spite of this rise, the growth of sheltered facilities has not kept pace with the need. Moreover, most adults with mental retardation are currently served in work activity centers where until recently the prognosis has been that more than 85% are likely to spend the rest of their working lives (U.S. Department of Labor, 1979).

Even those persons who have obtained sheltered employment are being inadequately served in most communities. Few facilities exist that provide adequate training, sufficient meaningful work, significant wages, and the opportunity to "flow through" to competitive employment. In many communities sheltered employment represents a degrading, segregated, and inefficiently organized work setting, isolated from the normal work world of nonhandicapped persons (Olshansky, 1969; Pomerantz & Marholin, 1977; Wehman, Hill & Koehler, 1979). These facilities offer work that is often boring, unchallenging, frivolous, and of marginal habilitative or social value (Levy, Pomerantz & Gold, 1977; Olshansky, 1972; Power & Marinelli, 1977). Moreover, the amount of work provided is often deficient. Employees of work activity centers average only 20 hours of work per week (Greenleigh Associates, Inc., 1975). The national hourly pay rate in 1979 was 34 cents for those persons working in work activity centers (Whitehead, 1979). The average earnings per month in 1984 in Oregon in work activity centers was $36.00. These wage levels do not promote status or self-esteem or support a chosen lifestyle. Additionally, training in social behaviors in these facilities is often deficient and counterproductive. The high density of persons with deviant behaviors in an environment with few normal role models, perpetuates and often exacerbates problem behaviors.

Employment in the community, on the other hand, can provide persons with moderate to severe handicaps access to a higher, more reinforcing wage rate, as well as exposure to role models with non-deviant behavior. Increased wages can increase the individual's status in society, quality of life, self-concept, and opportunities for leisure time activities.

The vocational education model presented in this manual is based on the philosophy that part-time employment is a key to competitive community employment for persons with moderate to severe handicaps. Two or more part-time positions are held by each individual to provide the equivalent of full-time employment. This type of serial part-time employment has many advantages:

1. Part-time positions are more readily available. Part-time workers are generally more transient, resulting in a high rated turnover in part-time positions.

2. Part-time positions are often in the lowest wage range, and so, to non-handicapped workers are less desirable than full-time employment in this same wage range. For this reason, part-time positions are more easily obtained.

3. The skill level of competitors for part-time employment is less than that for full-time employment. The person with handicaps is competing primarily with unskilled applicants, and therefore has a better chance to obtain the part-time job.

4. Many part-time jobs require only 3 to 12 hours a week, an amount of time unacceptable to most nonhandicapped workers, thus increasing the availability of such jobs.

5. Part-time employees most likely are directly supervised. The duties often involve less individual responsibility and decision-making, making part-time work well suited to workers with moderate to severe handicaps.

6. Part-time jobs can more readily be created than full-time positions can be. By analyzing the diverse duties of a full-time professional, a vocational educator can "develop" a part-time position suited for a student with handicaps. This part-time position may consist of the most routine duties of the professional that can easily be taken over by a student. These duties, besides being the most routine, may also be those tasks that the professional finds least enjoyable and is most willing to relinquish.

7. Several part-time jobs can provide more diversity than a single full-time job. The increased stimulation and challenge can prevent boredom, resulting in the maintenance of quality job performance.

8. Working at several sites, as opposed to working at one full-time site, can increase exposure to the community. This situation is not only stimulating to the student, but allows more local business persons to view a worker with moderate to severe handicaps as a participative, responsible member of the community.

9. Serial part-time employment provides more job security than a single full-time position since an individual has three part-time jobs and loses a job, s/he is still employed. A person with a single full-time position is especially vulnerable, since the loss of his/her job would mean complete unemployment.

10. Part-time employment is more compatible with secondary education for students with moderate to severe handicaps. It allows the flexibility to divide the school day appropriately between vocational education and the regular school program. With part-time employment, the amount of time devoted to vocational training and paid employment can be gradually increased.

11. The individual with moderate to severe handicaps finds the transition into serial part-time employment easier than adjustment to a full-time job. By beginning with one part-time position, then adding more, the student has time to develop the necessary mental, emotional, and physical stamina, and become accustomed to other demands of being in competitive community employment.

The Rehabilitation Act of 1973 and Public Law 94-142, the Education for All Handicapped Children Act of 1975, mandate equal educational opportunities for students with handicaps. Work is a normal and respected activity in our society, and is an instrument for self-direction and satisfaction. Sheltered employment options for post-high school students with handicaps are often unavailable or inadequate. Serial part-time work in competitive community positions is a viable alternative to a full-time job. Moreover, such an approach is compatible with vocational education for students with special needs and the regular school program. By performing meaningful work for wages in the community, students with handicaps can expand their personal opportunities and

choices in their adult lives. Vocational education, provided to the degree described in this manual, will ensure individuals with moderate to severe handicaps the attainment of their highest level of functioning in the mainstream of society.

Goals

The goals of this particular model of community-based vocational training are as follows:

1. To provide training in the development of work skills and associated work skills in normal community work environments. This training exposes the student to a diversity of realistic work situations, meaningful work opportunities, and role modeling by nonhandicapped coworkers. The student is challenged to respond to realistic expectations of employers and coworkers for acceptable personal appearance, behavior, and quality of work.

2. To maintain continuous educational opportunities for the student. At each work site the student is challenged to learn new task-oriented or social behaviors. Once these behaviors are acquired by the student, the job is expanded to require new or more advanced skills. If there are no new learning opportunities at the job site, and no possibility of paid employment, a new job placement is sought for the student.

3. To expose the business community to the capabilities of persons with moderate to severe handicaps in order to cultivate positive attitudes toward hiring those who are handicapped. Familiarity helps dispel negative stereotypic myths about handicapped workers. An employer satisfied with the performance of the student trainee will be more likely in the future to hire the trainee, accept future trainees with handicaps, and provide the trainee with a personal or written recommendation for future employment. They will also be more likely to convince other employers of the wisdom and benefits of hiring persons with moderate to severe handicaps.

4. To place students who are moderately to severely handicapped in paid jobs in the community. These placements may occur by the evolution of training positions into paid positions. Employment options include a single full-time job, or two or more concurrent part-time jobs.

Community Job Placement and Strategies

To meet the above objectives, the following placement strategies are recommended. Vocational education begins at the intermediate school level to provide extended training over many years. Prevocational training is not a requirement for students to begin training at a community site. Emphasis at the intermediate level is on job exploration. At community work sites, intermediate students explore their interests, learn diverse work skills, and learn to generalize associated work skills and behaviors across many work situations. At the intermediate level, trainers can evaluate the student's capabilities and interests for reference in future job placements. In order to facilitate job exploration and maximize exposure to the business community, the student is placed in two to four non-paid community placements per year. In keeping with the broad objectives of the early exploratory stage of vocational training, students at this level are not necessarily trained to mastery before changing jobs.

At the high school level, students, with the help of parents, vocational trainers, and teachers, are prepared to choose areas in which to specialize. Placements are made

in several subsequent community sites with these chosen areas in mind, and with an eye toward the possibility of potential paid employment. Training focuses on relevant, associated work skills and on more advanced work skills. Social bonding between student and supervisor is facilitated by the trainer to enhance the likelihood of the student being hired.

As a rule of thumb for these older students, they should be moved to a new community training site if after about four months on the job (a) the student is no longer learning new or more advanced skills, or (b) there appears to be no possibility of future paid employment at the site. This strategy maximizes the opportunity for skill acquisition by continuing to challenge the student. The likelihood of finding paid employment in a competitive community job is also increased due to the exposure to numerous work sites.

Once a student is established in a paid part-time position, placement and training can begin at an additional part-time community site. As with the previous vocational training, the student will be moved from each site if additional or advanced skills are not being learned or if there is no potential for paid employment. Paid part-time positions are added until full-time or the desired amount of employment is reached. With this simple placement strategy, students with moderate to severe handicaps can make a smooth and gradual transition, with the support of school services, into paid, competitive employment in the community.

Program Components

The following are the major components of the community-based vocational education program for secondary school-aged students with moderate to severe handicaps. Subsequent chapters will deal with each component in detail.

Locating Employment Sites

An essential element in community-based vocational training is the development of an adequate list of training sites which are representative of the job opportunities in a particular community. The training site developer must first identify the local job market and target the search appropriately. The site developer must pursue a variety of jobs to accommodate the wide range of student capabilities. Contacts are made with businesses to explain the vocational training program and its benefits to the employer, as well as to evaluate the work place. Evaluation of each potential training site includes the analysis of the work environment, the job skills available, the attitude of the employer and employees, and the potential for future paid employment.

Placing Students

Consultation with the student, as well as his/her parents, teachers, and counselors is of primary importance for successful vocational placement. Student interests, limitations, and capabilities are determined during these consultations, as well as the most probable future work environments. After assessment, consideration must be given to such practicalities as the availability of transportation to and from the particular school and work site and the compatibility of the student with employer expectations.

Training Job Skills

Preparation for training job skills begins before the student is actually placed on the job. The work site must be visited in order to identify the job requirements. A strategy for training is then devised which takes into account these requirements

and the student's current skill levels. An effective method of training students with moderate to severe handicaps is data-based total task programming. Each skill (total task) to be taught is task analyzed: Each task is divided into all the steps necessary to complete the job. The student's progress is then closely monitored with the use of a data system which records the correct or incorrect performance of each step of the task. From these data, the percentage levels of independent performance of each task are calculated. With such close quantitative tracking, problems are quickly and clearly identified and training strategies are modified as needed. Throughout training, behavior modification techniques are utilized to provide a positive learning atmosphere. Adaptive devices are created, when needed, to help the student reach his/her full productive potential.

Training Associated Work Skills

Associated work skills are those skills which are essential for success on the job but which are not an integral part of the job. The first step in training associated work skills is assessing the current skills of the student. This assessment can be done by direct trainer observation or through previous knowledge of the student. Consultation with the student's parents, teachers, and counselor is also an effective means of assessment. The second step is to assess the potential work environment, which will enable the trainer to prioritize skills to be taught. Examples of important associated work skills are speed, the ability to use transportation to and from work, good personal hygiene, communication, and behavior which fosters positive attitudes from supervisors and coworkers. When deficient associated work skills are identified, training can begin. The total task method is used for those tasks where skill acquisition is involved, such as using a time clock. Behavioral data-based treatment is used where particular behavioral patterns and mannerisms must be changed or developed.

Using Volunteers

Volunteers are a valuable addition to a vocational education program because they increase the amount of time available for individualized training and monitoring of students in the community. Recruitment of volunteers is a systematic and ongoing activity. Volunteers are regarded as paraprofessionals and as such are oriented to the goals of the vocational training program, and trained in the effective use and delivery of cues and consequences. Volunteers are also taught how to evaluate student performance and how to record the performance on the total task or behavior program data sheets. Volunteers must be adequately trained and monitored in order to maintain optimum effectiveness with their assigned student(s).

Record Keeping

A comprehensive, organized record-keeping system is essential for an efficient and responsible vocational education program. Records are maintained that document the work experience and progress of each student. These records help to evaluate and plan the student's training program and to provide continuity between school years and staff changes. Also recorded is the amount of training time devoted to each student, which can be used to plan current and future program spending. Record keeping is comprised of two main systems, the clipboard and student file folder. A clipboard is used to carry information needed at the work site. All other information is collected and preserved in a student file which is securely maintained in the vocational education office.

Results

This community-based vocational training model has been implemented with considerable success by the Corvallis 509J School District in Corvallis, Oregon, and Yamhill Education Service District, Yamhill County, Oregon in conjunction with the Teaching Research Division of the Oregon State System of Higher Education in Monmouth, Oregon. The results of this program are presented to support the procedures in this manual. An important conclusion, based on the results, is that concurrent employment in more than one part-time job is a viable alternative to a single full-time job for persons with moderate to severe handicaps. This manual provides the tools with which vocational educators can prepare students for this alternative.

As with any model, the suggested procedures and materials may need to be adapted so that they are compatible with local conditions, policies, and practices. It is the authors' aim to present a program which is capable of being adapted for use in any community. Although this manual is designed to help educators prepare students with moderate to severe handicaps for employment beyond high school, the majority of information presented here can also be of value for community-based vocational education programs for students with lesser handicaps.

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CHAPTER 2

BEFORE PLACEMENT

Several steps need to be completed before placing a student on a job. These include the referral; interview with student, teachers and parents; development of the Individual Education Plan (IEP); transportation arrangements; program priorities; and placement assessment.

Referral

Before considering a student for placement, the vocational education program must receive a Request for Vocational Service form. This referral form is completed by the student's teacher or counselor and is described in chapter 7.

Interview With Student and Teacher

After the referral is received, the vocational coordinator or trainer must personally assess the student's skills and behavior. This assessment is the most important step of all in determining proper job placement. Generally, an observation and informal interview take place in the classroom, home and/or other environment. If the student has been out of the program for more than a semester, or if a new vocational trainer will be working with him/her, an additional interview or observation may be helpful in order to update the information and/or to help the trainer get acquainted with the student. Sometimes several observations are needed to assess the student's behavior and skill levels.

In addition to personal observation, the vocational trainer should consult with the student's teachers (and counselors in some cases). Classroom teachers as well as specialists (i.e. speech therapist, physical therapist) can provide valuable information about the student.

Information sought in the assessment/interview process includes the following:

1. Grooming and personal hygiene. It is important to match the employer's standards when placing a student in a community work site. It may be necessary to arrange for some "work clothes" for the student if s/he does not have appropriate clothing. Employers often have strict dress codes. For example, jeans and T-shirts may be forbidden; black pants and button-down shirts may be required, or perhaps the business provides a uniform. If the parents are unable to provide the clothing needed for the job, second-hand clothing stores may have the required items within the vocational budget. (The vocational office may collect clothing items to keep on hand for this purpose, or coordinate with an existing school program which provides clothing to economically disadvantaged students.) In addition to dressing appropriately, good personal hygiene is important on the job. If the student does not have good grooming skills, assistance from his/her teacher may be required. Appropriate grooming programs can be implemented in the classroom, such as hair washing or oral hygiene.

2. Communication. Many job placements require the ability to communicate. Assessment of the student's communication skills can be done by talking with the student and by observing his/her communication patterns with peers, figures of authority and strangers. Is the student verbal or non-verbal?

Can s/he respond to or initiate a conversation? Can s/he ask questions when necessary? If the student is non-verbal, alternative methods of communication need to be set up in the vocational site. If the student is already using an alternative method of communication (such as sign language, written messages, or a communication board), incorporate this method into the student's vocational placement.

3. Social Behaviors. Observe the student alone and interacting with others. If the student has behavioral problems that could potentially interfere with the job, note these behaviors and the type of behavior program indicated. A behavior program may be needed when training starts. (See chapter 5, Associated Work Skills.)

4. Likes, dislikes and attitude. Information on likes and dislikes may be obtained directly from the student, as well as from the teacher(s). Let the student know what jobs are available, if possible. If a student does not have verbal skills, or is severely handicapped, information on likes and dislikes may be obtained from parents and teachers, or from spending time with the student in various environments. Consider the student's interests when looking for a job placement. If a student loves to swim, a job at the community pool might be appropriate. If a student shuns dishwashing, then a job as kitchen help may not be rewarding. It is important to foster a positive attitude toward work by finding placements in which the student has an interest.

5. Physical abilities and limitations. Find out what the student can do, and what his/her limitations are. What is the assessment of the student's gross motor skills? Can s/he lift or push heavy objects (including brooms, mop, etc.)? Does the student have good fine motor skills? Are there any vision, hearing or other impairments that might affect the student's placement? Sometimes special adaptations can be made to help the student accomplish difficult tasks (see chapter 4).

6. Other strengths and weaknesses. Some jobs require reading, math or writing skills. Many jobs require decision making. Assessment of these skills can be made by consulting with the student's classroom teacher and parents.

7. Availability: Sometimes the student is involved in school subjects, after school sports and clubs, or therapy sessions. Consult the student and his/her parents and teacher for a schedule of school and extracurricular activities.

For a sample student interview form, see chapter 7.

Parent Interview

A parent (or guardian) interview is generally conducted after the student interview. This may be included in the student's Individual Education Plan (IEP) meeting. Discussion includes an introduction to the program, job placement and transportation possibilities, and general questions and answers. Brochures and program handouts are given to the parents at this time. See Figure 1 for an example of a brochure used by a school district. Slide shows and/or photo albums may be used to help to illustrate the vocational program. Consider the expectations of parents for their child and the parents' preferences for work sites. Find out what is important and what is unacceptable to them. Parental support is a key factor for successful vocational training; parents should be well informed about the program.

WHY:

Our program goal is to design and implement a vocational program that will enable secondary special needs students to become employable and employed. Students, employers, and the community all benefit from this program.

Students will:

* Develop on-the-job skills.
* Learn to deal with people outside of the home and school.
* Gain self-confidence, a sense of responsibility, and independence.
* Identify and develop realistic career goals.
* Receive school credit, and in some cases, pay.

Employers will:

* Receive volunteer help from a student worker.
* Have the benefit of a vocational trainer working with the student until s/he is independent on the job.
* Receive insurance coverage from the Corvallis School District for the volunteer student while they are on the job.
* Have the opportunity to help young people gain valuable work experience and social contact in the business community.

For more information
please call
Corvallis School District
Vocational Education

757-5899

Cameron Covey
Vocational Coordinator

Angela Schwindt
Secretary/Vocational Trainer

VOCATIONAL EDUCATION For Special Needs

Students At Work In The Community

CORVALLIS SCHOOL DISTRICT
Franklin PSD Voc. Ed. Dept.
750 NW 18th Street
Corvallis, Oregon 97330

Figure 1

Example of brochure used by a school district

WHO:

The Vocational Education for Special Needs program is designed for Corvallis School District students in grades 7 through 12.

Our program serves students who:

* Are disadvantaged - economically or educationally.
* Have a learning disability - may lack ability in just one academic area.
* Have a mental handicap.
* Have a physical handicap - may have speech, vision, or motor disabilities.

*Photo's by David Mandich

WHAT:

Students in the Vocational Education for Special Needs program perform a wide variety of tasks. Students and employers are matched to accomodate each of their particular needs so both may benefit from the program. Job examples include:

- Secretarial/Clerical assistants
- Retail Store clerks (facing, recovery, custodial, clothing help, etc.)
- Grounds Maintenance workers
- Custodial workers
- Ice Cream Store clerks
- Child Care aides
- Restaurant/Kitchen workers (food prep, dishwasher, salad bar stocking, etc.)
- Veterinary helpers
- Grocery Store clerks (facing, parcel clerk, custodial, floor help, etc.)
- Housekeepers
- Nursing Home activity assistants
- Plumber helpers
- Car lot assistants
- Florist/Nursery helpers

AND MORE!!!!!!!

HOW:

Our program provides a trainer for the student until s/he is completely independent on the job. Trainers are school district personnel, or trained volunteers. Trainers help students with all aspects of the job, including specific work skills and associated work skills, such as behaviors, social communication, transportation, and grooming.

WHEN:

Students are available for part-time work during school hours or after school, as well as full-time employment over the summer and after graduation.

Individual Education Plan Development

Each student referred to the program has an Individual Education Plan (IEP). This plan includes annual goals in all areas of the student's school program. Those participating in writing IEP goals include parents, class instructors, specialist (speech, hearing, etc.) and a representative of the vocational program. General long-term goals are set for each student with specific short-term objectives for each goal. An example of a vocational goal might be "to expose the student to two to four work sites" (as in the case of most intermediate level students who are exploring vocational options), or "to find a long-term placement in the community." A more specific goal might identify the job site and what skills will be learned. Student strengths and weaknesses are assessed and specific objectives are recorded. Some examples of specific objectives are a) increasing attendance, b) working on grooming skills, c) performing tasks with higher accuracy, and d) improving social behaviors. Classroom goals can be incorporated into vocational training, and vice versa. For instance, if the teacher is working on using sign language with a student, the trainer can incorporate the student's sign vocabulary into the job (see chapter 7). Or the trainer can provide for the teacher a list of words, essential to the vocational placement, so that vocational learning can be reinforced and supplemented in the classroom.

Transportation

Before placing a student on a job, transportation arrangements must be considered. Options may include transportation by foot, public transportation, school bus, parent, teacher, counselor, or trainer. The program is liable for the student's safety, so careful thought must be given to all options to determine a reliable, safe, feasible method of transportation.

Prioritizing

When student referrals exceed existing trainer and volunteer availability, organizing and prioritizing is necessary. Consider the following factors.

1. Age of student. Most often the older high school students are of higher priority for placement in the community than younger students. If a paid position exists, students close to graduation should be considered first.

2. Severity of handicap. In general, students with the most severe handicaps are of highest priority. These students will require more extensive training.

3. Student's IEP. Sometimes a work placement is specifically mandated in the student's IEP.

4. Student desires. Students may express interest in specific vocational areas. These interests are considered when placing a student on the job.

5. Parent desires. Although the school district may feel that vocational education for a particular student is essential, some parents may believe other curricular areas have higher priority. The parents' desires must be honored.

6. Job availability. Look at which students are appropriate for placements already established.

7. Classroom teacher priorities and goals. Discuss with the class instructors which students they feel are prime candidates for vocational training. Also find out which students are most interested or excited about working.

8. Length of training time. Estimate which students could become independent faster. If a student can be trained in a two-week period, or function with a volunteer, that student should be established at a training site sooner than a student who needs more training time. As an example, let us consider that two students who are moderately handicapped need placement. There is only one trainer available. One student has the opportunity to be placed at a ice cream parlor where part of the job is customer service and making judgments about what to do next. The other student has the opportunity to work as a custodian, following a daily routine. The trainer might train the student in the custodial position first, because he/she will be independent faster. The trainer can then start the ice cream placement, thus having two students working at the same time.

9. Self-help skills. In some job placements, students can learn self-help skills (functional living skills). For example, if a student is afraid of climbing stairs, a job cleaning stairwells may help to eliminate this phobia. If a student exhibits poor social skills in meeting and greeting people, a job in customer service might help this problem. Or, if a student lacks self-help skills such as housekeeping or making beds, a job as a maid or kitchen helper may provide a positive atmosphere in which to acquire these skills.

Placement Assessment

Start the student in a job at a level that can be successful. When the student has mastered the skills at that level, the addition of more tasks or a change in jobs might be appropriate. On the other hand, if the placement is not successful, evaluate the reasons for this. If the student had a poor attitude or inappropriate behavior, it is possible the placement was either not challenging enough or was too challenging for that student. If the placement failed because of insufficient productivity or skill acquisition, the job may have been too difficult for the student. Finally, if the placement was not successful because of poor associated work skills such as those related to hygiene or communication, a subsequent placement may be sought in which those skills can appropriately be trained. Placement failures must not be considered student failures. Placement failures merely require an alteration of the type of placement or the type or quality of training. The burden of achieving a successful placement lies with the vocational staff.

Summary

The goal is to have students working in paid community jobs by the time they graduate; therefore careful thought must be given to each of the steps described in this chapter. Because each student has individual needs, placement procedures will vary slightly for each. The process truly represents a team effort as the vocational staff works with the students, parents, teachers, and various community business members to create a positive work experience. In this way, the optimum atmosphere is created in which the student may gain self-confidence, independence, a sense of responsibility, and good attitudes toward work.

CHAPTER 3

THE WORK OF THE PLACEMENT SPECIALIST

In this chapter, for purposes of simplicity, we will refer to the person who does job development as a placement specialist. In practice, however, this person may be a vocational coordinator, a vocational trainer, or possibly even a classroom assistant who has been trained for this job. No matter what professional background this person may have, he or she will be challenged by the task of meeting potential employers to locate real positions for students with moderate/severe disabilities.

Obtain an Overview

How does the placement specialist work? What steps does he or she follow that lead to success? First of all, it is beneficial for the placement specialist to obtain an overview of the local situation—the opportunities for work. Where does this information come from? Here are some places to begin:

-The local Chamber of Commerce
-The local newspaper
-The Yellow Pages in the phone book
-Other agencies involved in job development such as Job Training Partnership Act, state employment agencies, Vocational Rehabilitation, and Youth Employment Services
-Bulletin boards devoted to job placement opportunities
-Businesses which are already participating in the school vocational programs
-Friends and relatives who own businesses

Service organizations or business groups are also a great source of leads. Prepare a talk using slides or photos or whatever you have to inform members of these groups about the program. (These talks sometimes lead to job placments, sometimes to offers of other kinds of help.)

Identify Satisfactory Job Sites

After obtaining an overall picture, the placement specialist needs to narrow the field. After all, those who are handicapped present special strengths and special needs. What kind of job sites will offer good training opportunities for those with handicaps? Look for the following:

1. The site should have enough tasks to challenge the worker and keep the worker productive for a prescribed period of time.

2. The job should have as much variety as the worker can handle.

3. A desirable job is one that can be expanded, so that as the worker learns given tasks, others can be added.

4. The attitudes of employer and coworkers should be, for the most part, positive.

5. The employer should demonstrate a concern for employee safety.

Details regarding many of the above can be ascertained during the interview.

Contact the Potential Employer

Now that the list is narrowed, it is time to establish contact. Make phone calls to the manager or owner of the businesses you have selected as good job sites. Since the purpose of the call is simply to set up a later appointment, it is not necessary to go into a great deal of detail. The call may be short. Identify yourself and whom you represent. State that a nonpaid work position is being sought. The conversation may go something like this:

> "Hello, my name is Cameron Covey. I work for the Corvallis School District as the coordinator of a vocational program for special needs students. What is your name please? . . . . It's nice to meet you. I'd like to talk to you, Frank, about the possibility of one of our students working in your business in order to gain work experience. The student would be working as a volunteer, and would have a vocational trainer from the School District. Is there a time that is convenient for you that we could discuss this in more detail? . . . . . (Let them set a time and date.) Okay, thank you. I look forward to meeting with you, Frank, on May 6th, at 3:00 at your business. I'll see you then. Good-bye."

Meet With the Employer

At the time of the appointment the placement specialist should have with him/her the following information:

1. A business card (see Figure 1).

2. The goals and purpose of the vocational program (see Figure 2 for an example of such a statement).

3. References from other businesses.

4. A letter specifying benefits to the employer, and any other information beneficial to the employer, such as employer incentives for hiring persons with handicaps (see Figures 3 and 4).

5. An outline of how training occurs.

6. Examples of work agreements and student contracts that specify what is expected from a training site. It should be explained that these are merely examples; contracts are made up specifically for each student at each placement (see Figures 5 and 6).

7. Times that the student could be free to work, as well as available trainer time. The training schedule should be available to the specialist so that possible work times for students can be discussed (see Figure 7).

During the appointment it is essential that the placement specialist assure the employer of the following:

1. Students are scheduled to work during times which are convenient to the employer.

2. Students are systematically trained until they meet the standards of the employer.

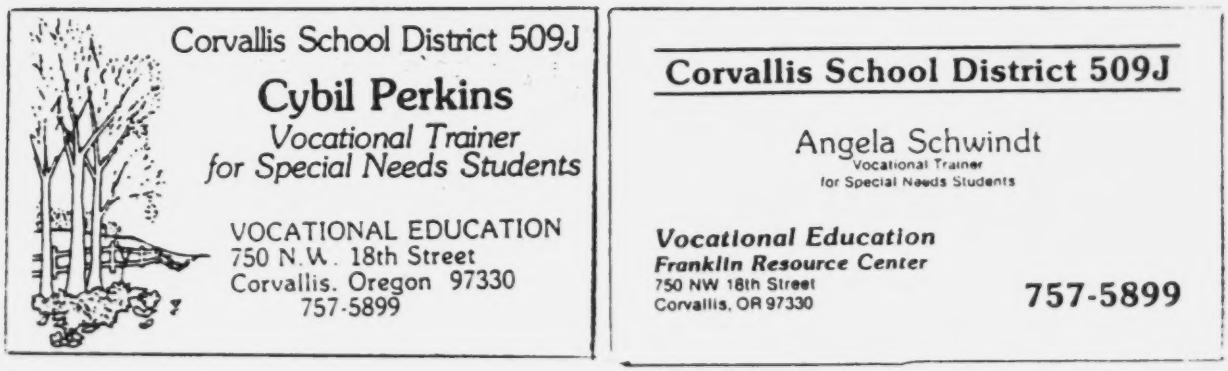


Figure 1. Sample of business cards

The purpose of this program is to demonstrate the possibility of community-based vocational training for secondary-aged handicapped students. Handicapped students will be placed in non-paid competitive employment positions in various businesses in the community. The students will be trained to perform the vocational tasks and will demonstrate appropriate social behavior and associated work skills while on the job. Procedures will be developed to use volunteers to assist in the training of handicapped students to perform effectively in non-paid competitive employment. As a result of this vocational training, our hope is that employers in the community will accept the handicapped worker. Also, in the future, we hope that satisfied employers will be willing to accept other handicapped trainees as well as employ some handicapped workers. (The project proposes replication of the procedures in a second school district during the third year of the project. In addition, public awareness will be broadened through journal articles, newsletters and conference presentations.)

Figure 2. Goals and purpose of the vocational program

VOCATIONAL EDUCATION
Corvallis School District 509 J

Franklin School
750 N.W. 18th
Corvallis, Oregon 97330

The Corvallis Public Schools and Teaching Research are working together to provide a more comprehensive vocational education program for secondary age students who are handicapped. The purpose of this program is to demonstrate the possibility of community based vocational training for these students. Students who are handicapped will be placed in non-paid employment positions in various businesses in the community. Students will be trained to successfully perform vocational tasks and will demonstrate appropriate social behaviors and associated work skills while on the job. Trainers will assist the students to perform on the job.

Trainers will be utilized to:

1. Learn various job skills.
2. Teach job skills to students.
3. Work with students on appropriate social behaviors (when necessary).
4. Continually monitor skills of students involved in the program.

The goal of this vocational training is to educate the community as to the capabilities of the worker who is handicapped. Another goal is that satisfied employers will be willing to work with other trainees who are handicapped and employ some of these workers.

Employers would benefit from this program by:

1. Receiving help from a volunteer student worker trained on the job by a vocational trainer.
2. A trainer always being available should a problem arise.
3. School District insurance coverage for students while they are on the job.

If you have any questions, feel free to call our office, 757-5899.

Thank you,

Cameron Covey

Cameron Covey, Coordinator
Vocational Education, Special Needs Program

CC/as

Figure 3. Letter specifying benefits to the employer

THE BOTTOM LINE - -

Hiring this job applicant could mean an actual net reduction in your company's taxes.

Your company - if you hire this applicant - will be eligible to claim a tax credit equal to 40 percent of the first $6,000 in wages paid to the applicant in the first year.

For "Disadvantaged Summer Youth" only, a tax credit of 85% is applied to the first $3,000 paid during a 90 consecutive-day period, beginning on the day the youth first begins work, between May 1 and September 15.

Exactly what the net tax savings may be for your company depends on your tax bracket and certain other limitations.

Your tax advisor probably is aware of this program and can explain the advantages and limitations in detail and how to take advantage of them.

For further tax information, please call your nearest IRS office for Publication 906.

For more about the Targeted Jobs Tax Credits available to private employers, write or call your nearest **Employment Division Office**, or call toll free 1-800-237-3710, extension #8-4390.

How to Claim A Tax Credit

To prove your claim, you must have a certificate stating that the employee qualifies as a member of a targeted group.

The **Employment Division will return** the Targeted Jobs Tax Credits certificate within 3 working days.

To claim the tax credit, attach Form 5884, available from the IRS, to your tax return.

Figure 4. Targeted Jobs Tax Credit

Special Needs Program
Work Experience Training Agreement
Corvallis School District

Student Name _____ School _____ Date _____

Address _____ Phone _____ Grade _____

Birthdate _____ Social Security # _____ Work Permit ____ yes ____ no

Agreement Per. ____ to ____ Teacher/Adv. _____ Voc. Program _____

Employer (worksite) _____ Supervisor _____

Employer address _____ Phone _____

SAIF paid by ____ School ____ Employer

Contact Class _____ Instructor _____

Work Experience credit will be authorized upon the student's successful completion of contact class.

The Student agrees to:
1. Keep regular attendance both in school and on the job, and not work on any week day that s/he does not attend school, unless absence is authorized by school authorities; notify employer and vocational trainer by phone or message if s/he is unable to report as scheduled.
2. Use proper work habits. This includes showing honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, good dress and willingness to learn.
3. Consult the vocational trainer/coordinator about any difficulties arising at the training station.
4. Conform to the rules and regulations of the training station.

Student Signature: _____ Date: _____

The Vocational Office agrees to:
1. Train the student until s/he is independent on the job.
2. Visit and evaluate the student's progress at the training station.
3. Help the employer plan meaningful experiences for the student.
4. Help student relate classes to work experience.
5. Grant work experience credit after satisfactory performance of job duties and completion of academic requirements as determined by the Work Experience coordinator, the employer and the student's contact class instructor.

Student Signature: _____ Date: _____

The Parent agrees to:
1. Encourage the student to effectively carry out his duties and responsibilities.
2. Share the responsibility for the conduct of the student while in the program.
3. Be responsible for the safety and conduct of the student while s/he is traveling to and from school, the training station, and home.

Student Signature: _____ Date: _____

The Training Sponsor agrees to:
1. Try to employ the student approximately ___ hours each week during the training period.
2. Conform to all Federal and State regulations regarding employment, safety, child labor laws, minimum wage (if applicable) and other pertinent regulations.
3. Consult the voc. trainer/coord. about problems related to work experience.
4. Provide meaningful work experiences for the W. E. student.
5. Provide time for consultation with the voc. trainer/coord. concerning the student.

Student Signature: _____ Date: _____

Figure 5. Work agreement

VOCATIONAL EDUCATION
Corvallis School District 509J
Franklin School
750 N.W. 18th
Corvallis, OR 97330

WORK EXPERIENCE CONTRACT

I, _____, agree to:

1. Keep regular attendance both in school and on the job unless my absence is excused. (I am responsible for calling work whenever absent.)
2. Use proper work habits. This includes showing honesty, punctuality, courtesy, a cooperative attitude, proper grooming habits, and a willingness to learn.
3. Contact the job supervisor about any difficulties arising on the job.

I, The Employer, agree to:

1. Conform to all Federal and State regulations regarding employment, safety, labor laws, minimum wage, and other pertinent regulations.
2. Consult with the vocational trainer about any problems on the job.
3. Provide time for consultation with the vocational coordinator concerning the student.

The Vocational Office agrees to:

1. Visit and evaluate the student's progress at the job site.
2. Discuss job progress with student and employer.
3. Give work experience credit for satisfactory performance of job duties.

STUDENT _____ DATE _____

EMPLOYER _____ DATE _____

VOC. COORDINATOR _____ DATE _____

Figure 6. Example of a "standard" student contract

TRAINER SCHEDULE

	BETH	MOLLIE	MIRIAM	MARK	ANGIE	JOE
7:30			Tim ARK Animal Hospital	Alex		
8:00				West Hills Animal Hosp.		
8:30	Andy County Fairgrounds	Brad First Alt. Co-op				8:50 Shawn
9:00		Angela Roger's Shoes	Holly Town House Inn		Mike Papagayo's	OSU Snell
9:30				9:40 Janine OSU Kitchen	9:50 Joe	
10:00	10:20 Dan				10:15 Boys & Girls C.	
10:30	Chris North's C.W.	10:50 Sally	10:50 Katie	10:50 Mike		
11:00 11:15		OSU Vet. Med.	Paula OSU Kitchen	OSU Forestry Science Lab		
11:30	Shane H.V. Kitchen	11:50	11:50		Sherri Burger King	
12:00						
12:30			12:40 Diane Home Federal			
1:00	Brent Payless Drug Store	Holly North's Chuckwagon	Dennis Beaver Plumb.		CHS Foods classes	Mark Big O Restaurant
1:30				1:40 Dana Anthony's		
2:00 2:15		2:10 2:25 Rod				Rob Snaeth
2:30	Tim Applegate T,Th	OSU Personnel	Jenni Vivian's Beauty			2:45
3:00		3:20 Angela		Thane Burton's	Rhonda Corv. Care	3:15
3:30		Campus Day Care				
4:00						
4:30						

Figure 7 Training schedule

3. The trainer maintains scheduled on-site contact with the student.

4. The trainer is available to help facilitate a positive relationship between coworkers and the student.

5. Students will be systematically trained to help them achieve appropriate levels of associated work skills, such as appropriate dress, hygiene, communication, and social skills.

6. Training staff are available for any problems or emergencies that might arise while the student is on the job.

7. Rules or regulations that the business deems important will be followed.

The placement specialist must stress that the program is a training program and will not threaten the job security of any employee. No employee should have their hours shortened or be laid off due to a nonpaid worker being placed on the job. There also needs to be a firm understanding of what is meant by "job training" so that a nonpaid worker does not perform tasks that are not a part of training and only of benefit to the business. For instance, if a student is being trained as a dishwasher or a busperson in a restaurant, that student should not spend time cleaning garbage cans if there is no training involved in the task.

It is helpful for the placement specialist to have a working knowledge of what jobs are performed in various businesses, as s/he may be able to point out tasks a student could do for employers. In many cases a student can be trained to do part of a job. For example, a student could work at a plumbing shop, putting away plumbing parts (but not doing any actual plumbing). The student is helping out the business by doing repetitious and time consuming tasks that are normally carried out by the regular (highly paid) employees.

At this time, the placement specialist can ascertain a great deal about the employer's attitudes toward those who are handicapped. He or she should listen for barriers to successful placement for a student who is disabled. These barriers might include the following types of attitudes:

1. Persons who are handicapped are more prone to accidents.

2. A person who is handicapped might negatively affect business.

3. Persons who are handicapped cannot learn to do a job.

It is important that the placement specialist be prepared for negative or stereotypic views, and be able to function in a public relations role, addressing fears and concerns of employers. This can be done in part by referring a potential employer to another employer who has had a successful work experience with a student who is disabled. For example:

> "If you have any questions or concerns about a student from our program working for you, let me give you Sally Robinson's phone number. She is the manager of Albertsons' Grocery Store and has had one of our students working for her for six months. Or you might call Tim Jones, the owner of Bresler's Ice Cream and ask him about his experiences with our students as employees. One of our students is currently working at Bresler's making ice cream party items."

A placement specialist must decide how much time and energy to expend on an employer whose attitude seems to remain negative. If such an employer did decide to work with a person who is handicapped, it could prove to be a negative experience for the student since the chances of pleasing the employer would be minimal.

If an employer is interested in placing a student, an appointment should be made for the trainer (if different than the placement specialist) to go into the business, meet the employer and coworkers and learn the job that the student will be expected to do. Thus, the trainer knows ahead of time what is expected of the student and can train without making great demands on the employer's time.

Document the Outcome of the Meeting

Whether a business is interested in placing a student or not, the contact (phone or visit) should be documented on an employer contact form. (See Figure 8.) This provides the program with information on who was contacted, dates of contact, and what comments were made by the employer. The form is useful for future reference, providing information as to which businesses to recontact in the future and which businesses to avoid.

Provide Follow-up

Continued follow-up by the placement specialist is important. Though a vocational trainer is on the job with the student on a daily basis, there are situations that may require the placement specialist to intervene as a third party. For example, a manager or coworker may not want to mention a student's inappropriate behavior that is causing problems, or a personality clash might develop between the trainer and coworker in the business. The placement specialist can often facilitate discussion of these kinds of issues by visiting businesses every two to three weeks. This gives business personnel a chance to talk about issues on a casual basis.

Another means of facilitating discussion is to make an appointment with a business manager to discuss in a more formal manner their perceptions of the student worker and the vocational education program. This allows the placement specialist a chance to ask direct questions which can facilitate discussion of other areas of concern (see Figure 9). A survey like the one shown in Figure 9, can be used during this meeting.

Most problems that develop can be resolved through open discussions between business personnel and vocational program staff. Problems are best dealt with in a prompt, direct, and constructive manner.

Proper follow-up can also help maintain good training sites. When a student is leaving a particular job placement, it may be appropriate for the placement specialist to meet with the employer to evaluate their experiences with the student and vocational education program. This gives the vocational program valuable feedback and allows the employer a formal means to express his/her feelings. The specialist can at this time thank the employer for their participation and present a token of appreciation to the employer (if the student has not already done so). See Figure 10 (certificate of appreciation).

If the vocational education program would benefit by using the work site again, contact should be maintained, at least on a casual basis, even when there is no student working at the placement. This contact is especially important if there will be a period of several months before the placement is needed again.

EMPLOYER CONTACT

Employer	Date Contacted	Agree Yes	Agree No	Comments
Good Samaritan Hospital	9-27-83		X	Board did not want to get involved at this time.
OSU Personnel Dept. (Debbie Tracy)	9-27-83	X		Found jobs for students in M.U. kitchen, grounds maint. and clerical.
New Morning Bakery	9-27-83	X		They were interested. I will recontact later.
Van Deheya Carpentry Shop	9-83	X		Interested in participating.
Albertsons	9-29-83	X		They are interested. will recontact later.
B. H. Bailey	9-29-83	X		Would like to participate in program.
Vivians	9-29-83	X		Would like to participate in program.
CEW Motel	10-1-83		X	Not a good time for them at this time.
Corvallis Manor	10-6-83	X		Want a student to take animals to patients and make conversation.
Mendelssen	10-10-83		X	Not at this time. Check back mid-December.
Towne House Motel	10-13-83	X		Very interested - would like to participate.
Youth Club	10-83	X		Very interested - want someone right away.
Pepsi Cola	11-4-83	X		Interested in student working there.
Black Swan Restaurant	11-16-83	X		Are interested in working with student.
Riverview Motel	1-17-84	X		Need to find student.
Anthonys	1-19-84		X	Changing management. Call back in February.

Figure 8. Employer contact form

VOCATIONAL EDUCATION
Corvallis School District 509J
Franklin School
705 N.W. 18th
Corvallis, OR 97330

SURVEY OF BUSINESSES:

1. Do you feel that your business has been a good training site?

2. In your opinion, has the student made progress from the time s/he started with you?

3. Has this student been adequately trained? If not, please explain?

4. Had you ever worked with a person who is handicapped?

5. Has your attitude toward hiring a person who is handicapped changed?

6. Is this student someone you would consider hiring?

7. What are some of the strengths of the trainer who worked with your business? Can you think of any ways in which the trainer could improve in working with you?

8. Do you want to work with this program next year?

9. Are there any suggestions that you would like to make in order to improve our working with you?

Figure 9. Survey of businesses

Certificate
Of
Appreciation

From Corvallis School District 509J

To

David Lambert

For participating in the vocational training of special needs students during the 1984-1985 school year

Mike Carey
Student

Cameron Covey
Coordinator

Angela R. Schwindt
Trainer

Figure 10. Certificate of appreciation

Summary

The placement specialist or his or her counterpart must play an active role in the process of placement. Potential job sites must be identified, employer contact must be made, and an interview conducted which will lead to eventual satisfactory placement. The placement specialist who can perform these steps in an effective, enthusiastic way helps to build a viable vocational program in the comunity for students who are moderately/severely handicapped.

CHAPTER 4

TEACHING JOB SKILLS

This chapter describes the strategies for teaching job skills through a total-task teaching methodology and for using special adaptations in job training. The teaching strategies are based on behavioral learning theory. A review of the elements of this theory may serve to provide a foundation for better understanding.

Elements of Behavioral Theory

Three elements must be considered in planning a learning environment: cues, behaviors and consequences. These are defined as follows:

Cue: A signal, request or condition that elicits a behavior.

Behavior: Any observable or measurable action.

Consequence: Feedback presented after the occurrence of a behavior which serves to either increase, decrease or maintain the behavior.

The Cue

Since the cue is anything that elicits a behavior, it can take many forms. For example a cue can be an instructional material, a verbal or signed request, a gesture, or a particular time of day. Cues can range in intensity from very subtle to very explicit. The following types of cues are used in the teaching strategies described in this chapter and are arranged in order of intensity, beginning with the most subtle.

Type of Cue	Definition	Examples
Environmental Cue	It is any cue that occurs naturally in the environment.	Rain is a cue to carry an umbrella. The 12:00 whistle signals "lunch time."
Directive Cue	Any verbal/signed cue that tells the student a specific solution to his problem.	"It's raining so you need your umbrella." "When the whistle blows, go to lunch."
Model Cue	Anytime the behavior is modeled or demonstrated for the student without actually doing it for him.	The staff demonstrates getting and opening the umbrella or the student is escorted to the lunch area.
Physical Assistance Cue	This cue is the most explicit and provides the most assistance.	The instructor physically guides the student to get and open his umbrella or physically leads him to the lunch area.

All behaviors that are learned are preceded by a cue. The eventual goal of skill acquisition training is to have the student respond to the most subtle and natural

cues. To reach this goal, however, it is often necessary to provide training using other more explicit cues. The rule of thumb in skill training is to provide the least amount of direction or assistance necessary for the student to complete the desired task. If physical assistance, modeling, or directive cues are required to elicit the desired behavior, these will have to be "faded" before mastery of the skill is considered complete and under the control of environmental cues.

The following are some guidelines for effective cue presentation during skill acquisition training.

1. Cues should generally be presented in order of their intensity beginning with the least amount of assistance. If the student does not respond to the environmental cue, give a directive cue; if there is no response, provide physical assistance and/or model.

2. The teacher should be certain the student is attentive before providing a cue. It may be necessary to begin by telling the student to "pay attention."

3. The teacher should be certain that the verbal/signed cue is understandable and appropriate to the receptive language ability of the student. It should be delivered in such a way as to accommodate any sensory handicaps the student might have.

4. For each training trial, each type of cue should be presented one time only. The repetition of cues only teaches the student not to respond. If the student knows that the cue will be repeated, he also knows he can ignore it since it will be delivered two or three times.

Behavior

The second element of learning theory is behavior--any measurable or observable action. Some behavior is simple and basic such as picking up an object from a table; others are more complex such as performing a self-grooming routine. Deficiencies and excesses in behavior alert staff to the need for training whether it be skill acquisition or socialization/behavior management training.

Consequences

Consequences are the final element in the behavior learning sequence. Consequences are feedback which immediately follows a behavior and increases or decreases the probability of the occurrence of a behavior. Consequences which increase the probability of occurrence of a behavior are called reinforcers. Consequences that decrease the likelihood that a behavior will reoccur are punishers. In any type of training program, positive reinforcers should be used three to four times more often than punishers. A description of each type of consequence follows:

Positive reinforcers. Just as there is a hierarchy of cues, there is also a range of positive consequences of different intensities.

Secondary Reinforcers are learned and include three main types:

1. Intrinsic reinforcers are the inner reinforcement a person feels for having successfully completed a task. Self-reinforcement is the highest order of reinforcer.

2. Social reinforcers communicate the approval of others for the behavior performed. Smiles, praise, and physical contact are examples.

3. Tangible reinforcers are objects which are given for an appropriate or desired behavior. Some tangibles, such as tokens, are usually "cashed in" for other tangible, social, or primary reinforcers.

Primary reinforcers are those that satisfy biological needs. They are usually things to eat or drink.

Punishers. A punisher is a negative or aversive consequence that decreases the likelihood that the behavior will be repeated. Punishers must also be individualized and they range from mild to severe. The type and severity of the behavior exhibited should determine the appropriate intensity of the punisher. As a rule of thumb, mild punishers should be used first. For skill acquisition programs, the mild social punisher, ("Wrong," "Try again," etc.) is generally sufficient to decrease incorrect responses. If this is not effective, more severe punishers can be used. Punishers such as loss of privileges are usually effective. More severe punishers are generally used to decrease dangerous or aberrant behavior.

1. Time out. A consequence frequently used to decrease inappropriate behaviors is called time out. Time out is a temporary removal of all opportunities for the student to receive reinforcement. Time-out conditions vary in intensity from merely ignoring a worker engaged in an inappropriate behavior to removing a worker to an environment which offers no opportunity for reinforcement.

2. Response cost. Response cost is a consequence that has been used in both skill acquisition and behavior management programs. Response cost refers to the withdrawal or taking away of reinforcers that have already been earned. Response cost is used with tangible reinforcers such as tokens or points since these are "saved" over a period of time.

3. Over correction. Over correction is a procedure generally used to decrease inappropriate behaviors. There are two types: restitution and positive practice. Restitution is a mild form of over correction and requires the person who behaved inappropriately to apologize or correct the disruption (pick up the chair that was overturned). Positive practice involves intensive, repeated practice of a positive behavior that is related to but incompatible with the inappropriate behavior. For example, if a student threw a chair, a positive practice consequence might require the student to straighten all the chairs in the room, perhaps repeatedly.

Reinforcers and punishers are highly individualized and their selection must be based on some knowledge of the likes and dislikes of the student. A pat on the back may be a reinforcer for one person while serving as a punisher to another.

The following are some general guidelines for the most effective use of consequences:

1. The consequence (reinforcer or punisher) should be delivered immediately following the targeted behavior. A delay could result in the student's inability to relate the consequence to the behavior. Another potential result of a delayed consequence is that it may inadvertently reinforce or punish a

behavior that occurs during the delay.

2. The consequence must have the desired effect. Consequences should be chosen based upon observation of the student's behavior. If a consequence strengthens the preceding behavior, it is a reinforcer. If the consequence decreases the behavior, it is punishing to the person.

3. Consequences should be readily available and delivered at full value. If a student has agreed to work for a specific goal, the staff should be certain that this reward is delivered. Taking the student out for a coke instead of a promised movie teaches him that agreements are not to be taken seriously.

4. Reinforcers delivered while a student is attending to a task should not take his attention from the task.

5. If a punisher is used to decrease a problem behavior, a reinforcer must be used to strengthen a skill that will replace the inappropriate response.

6. Once a student is consistently demonstrating the desired behavior, artificial consequences must be systematically faded so that the behavior is maintained by natural or environmental consequences.

Preliminary Work

Job Familiarization

After the work site has been identified and a particular student has been chosen for the job, the trainer visits the site to determine how to teach the job. Some sites may require the trainer to work on the job before the student does so he/she will have a complete appreciation of how to train the skills. Other jobs may require the trainer to watch as other employees perform the task. Even the most basic jobs require a visit to the work site and an introduction to the materials needed to complete the task.

Task Analysis

After becoming thoroughly familiar with the work site and the job, the trainer writes out a task analysis which lists the individual steps necessary to do the job. Figure 1 is an example of a task analysis and the form that is used for recording data. A task analysis divides a skill into an ordered sequence of small behaviors. The concept of task analysis is based on the premise that a complex skill can be learned best when it is broken down into simple, smaller, individually taught behaviors. In writing out the total task, the skills are broken into chronological steps. Each student's capabilities dictate the extent to which the skills are broken down. Figure 2 shows the same first nine steps as those in Figure 1, except that they have been written in smaller steps for a less capable student. The trainer should verify the correctness of the task analysis by actually doing the job while following the written sequence. In the initial writing of the task analysis, steps are often inadvertently omitted or are out of sequence. Any omissions or necessary changes will be identified as the trainer practices the job following the sequence as it is written on the task analysis.

The Cover Sheet

Accompanying the written total task is a program cover sheet (Figure 3). The cover sheet gives specific instructions about the implementation of the program. It is

TOTAL TASK DATA SHEET

Program: Chocolate Peanut Butter Bars **Name:** _____

Terminal Objective: _____

1.	Student locates chocolate bars
2.	Puts bars in icecream freezer
3.	Locates freezer pan
4.	Puts freezer pan in freezer
5.	Locates nuts
6.	Puts nuts on counter
7.	Locates peanut butter
8.	Puts peanut butter on counter
9.	Opens jar
10.	Locates spreading knife
11.	Gets 1 bar
12.	Unwraps bar
13.	Puts wrapper in sink
14.	Gets spreading knife
15.	Spreads peanut butter on bar
16.	Stirs chocolate syrup
17.	Dips chocolate bar in syrup
18.	Lets drip until dry
19.	Rolls bar in nuts
20.	Puts bar in freezer pan
21.	
22.	
23.	
24.	
	Percent Independence:
	Raw Score: # X's or I's / Total # Steps
	Dates:

TEACHING RESEARCH

Figure 1. Example of task analysis and total task data sheet

TOTAL TASK DATA SHEET

Program: _____ **Name:** _____

Terminal Objective: _____

1. Student goes to freezer
2. Locates bar tubs
3. Locates chocolate bars
4. Put bars in ice cream freezer
5. Goes to pan storage area
6. Locates freezer pan
7. Puts pan in ice cream freezer
8. Goes to fridge
9. Locates nuts in fridge
10. Puts nuts in fridge
11. Goes to item storage
12. Locates peanut butter
13. Puts peanut butter on counter
14. Opens jars
15. Goes to Knife storage
16. Locates spreading Knife
17. Gets 1 chocotate bar
18. Unwraps bar
19. Puts wrapper in sink
20. Gets peanut butter on knife
21. Spreads peanut butter w/long strokes
22. Spreads on back
23. Spreads on edge
24. Spreads on front

Percent Independence:

Raw Score: # X's or I's / Total # Steps

Dates:

TEACHING RESEARCH

Figure 2. Example of detailed task analysis when compared to Figure 1

TOTAL TASK DATA SHEET - Page 2

25. Student spreads on edge
26. Goes to syrup area
27. Stirs syrup
28. Dips bar into syrup
29. Lets drip until it begins to dry
30. Puts bar in nuts
31. Presses nuts on front
32. Presses nuts on side
33. Presses nuts on back
34. Presses nuts on side
35. Goes to freezer pan
36. Puts bar in freezer pan
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Percent Independence:

Raw Score: # X's or I's / Total # Steps

Dates:

TEACHING RESEARCH

Figure 2 continued

PROGRAM COVER SHEET

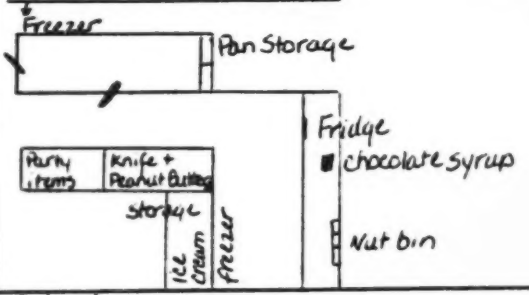
Student: John Doe **Program:** Chocolate Peanut Butter Bar

Terminal Objective: Independently make chocolate peanut butter bars

Materials:

Freezer Pan
Spreading Knife
Peanut Butter
Nuts
Chocolate Syrup

Non-verbal Cues (Set-up):



Instructional Cue:

Environmental - stove - supervision
ask employee to make chocolate peanut butter bars

Criterion:

100% 2 consecutive days

2 days of little or no success indicates need for modification in the program

Reinforcement Procedure:

initially socially Rf 1:1

Correction:

Err
Direct cue
mildly reinforce if correct
if incorrect
physically assist and then
mildly reinforce

Teaching Notes:

* Student should wait to attempt the next bar if another employee is busy in the same area.

SWW69

Figure 3. Example of a cover sheet for chocolate Peanut Butter Bar program

comprised of the following parts.

1. Student's name.

2. Program title.

3. Terminal objective: Completion criteria stated as a behavioral objective.

4. Materials: Necessary equipment for the program.

5. Non-verbal cue: Any cue other than the instructional cue that is necessary to set up an opportunity for a correct response. For instance, in teaching a student to identify dirty dishes in a dishwashing job, it may be necessary to put dirty dishes in a rack to give the student the opportunity. Another form of a non-verbal cue might be the drawing of a flow chart indicating how the job is set up and where the materials are.

6. Instructional cue: Cue given to the student as a signal to perform a behavior.

7. Reinforcement procedure: Tells the person who is teaching the student when and how to reinforce for this program. Examples are "socially reinforce at the successful completion of every step. At the end of the task, give John a point on his card and socially reinforce him." Reinforcement procedures vary considerably for each student. For instance, for another student, the instructions may read, "reinforce socially for every step of the program that has an asterisk (*) by it." This asterisk would be next to certain steps appearing in Figure 1.

8. Criterion: Tells the volunteer or trainer how many correct responses the student must make before the task is considered mastered. Criterion for completion is usually two consecutive days at 100 percent. Many times, a program will involve certain steps that may not always take place during the task. An N/A is then recorded and is figured in the percentages as an incorrect response. Although it would seem logical not to indicate this N/A in the computation, it is necessary that it is included, for the goal is 100 percent independence on all steps. Thus, if a step is not required temporarily, there is no evidence for its successful accomplishment and thus 100 percent has not been achieved. See Figure 4 for an example of this computation.

9. Correction: Intervention if student makes an error. There are two levels of assistance that can be given to the student in the event of an error.

   a. Direct cue - Verbal and/or signed. Example: "Put the trash can here."

   b. "Physically assist - The trainer should specify a degree of assistance by writing additional instructions. Example: "Physically assist with prompt at elbow." After each correction when the step is performed correctly a mild social reinforcer is delivered.

10. Teaching notes: Specific notes that will aid a volunteer or substitute trainer who is conducting the program. They are usually special instructions beyond what is contained in the steps of the total task. Example: A student may be on a behavior program for non-compliance and the behavior may escalate during a certain task. The trainer could write the treatment for that particular circumstance as a reminder to anyone conducting the program.

TOTAL TASK DATA SHEET

Program: Cleaning Toilets **Name:** Ted

Terminal Objective:

1. Student gets materials	O	X	X	X	X	X	X	X												
2. Flushes toilet	X	X	X	X	X	X	X	X												
3. Sprays toilet	X	X	X	X	X	X	X	X												
4. Scrubs bowl with brush	O	O	X	X	X	X	X	X												
5. Scrubs bottom of seat	O	O	O	O	X	X	X	X												
6. Scrubs inside rim	O	O	O	X	X	X	X	X												
7. Scrubs top rim	O	O	O	O	X	X	X	X												
8. Scrubs top of seat	O	O	O	O	X	X	X	X												
9. Scrubs back of toilet	O	O	O	O	O	X	X	X												
10. Scrubs chrome	X	X	X	X	X	X	X	X												
11. Scrubs sides of toilet	O	O	O	O	O	X	X	X												
12. Wipes off soap	O	X	X	N/A	N/A	X	N/A	X												
13.																				
14.																				
15.																				
16.																				
17.																				
18.																				
19.	BASELINE																			
20.																				
21.																				
22.																				
23.																				
24.																				
Percent Independence:	25%	42%	50%	50%	75%	100%	92%	100%												
Raw Score: # X's or I's / Total # Steps	3/12	5/12	6/12	6/12	9/12	12/12	11/12	12/12												
Dates:	2/4	2/5	2/7	2/8	2/11	2/12	2/13	2/14												

TEACHING RESEARCH

Figure 4. Example of N/A and Computing Percentages

Teaching Techniques

Overview

In the total-task method, all the behaviors of a particular skill are taught sequentially during the same teaching trial. It is not necessary that one step be mastered before the next step is presented; instead, the trainee learns each step within the context of the whole chain.

Total-task data are usually recorded daily or as often as is necessary to make adequate decisions for the student's instructional program. Data allow the teacher to make informed decisions on whether or not to alter the programs. This ability to respond to the data on a regular daily basis and to modify programs accordingly is the essence of individualized programming, and ensures an optimum learning rate. This process of examining data, making decisions about change, and indicating the program direction for the next day is called updating. If no progress is seen in two days, it is recommended that the program be modified.

Baseline

Before teaching any program or taking any performance data, the trainer shows the student how to perform the tasks by modeling and explaining the steps. The trainer does this several times, then has the student try to perform the task. At this time the trainer takes baseline data, and two days worth of baseline information are required. During these trials the trainer reinforces the student for working hard rather than for correct performance of a step. During the baseline period, whenever the student is unable to complete steps, the trainer records data for those steps as incorrect, then physically assists the student through each step. The student is allowed to attempt the next step and the above procedure is repeated. Data is recorded as an X for a correct response and a 0 for an incorrect response.

Baseline data are recorded on the total task data sheet (Figure 5). Baseline data are taken once each day over a two-day period, and a percentage of correct responses is computed for each day's data. For instance, on February 4 the student correctly performed 4 out of 12 steps (33 percent). The next day, the student correctly performed 5 steps (42 percent).

Baseline data dictate the way in which a student will be taught. If the student's percentage of the total task is under 33 percent at baseline, the trainer divides the task into mini-chains which result from natural breaks in the task. Figure 6 shows an example of a mini-chain. Data are recorded for the first mini-chain while the trainer assists the student in successful completion of the task. When the student reaches the desired level on the mini-chain, another mini-chain is added. The procedure is repeated until the student has met the criteria for the entire task (Figure 7).

If baseline data percentages are between 33 percent and 50 percent, the trainer continues to model the steps before the student starts work each day. The student performs the task as modeled. This procedure of modeling will be continued each day until the percentage of correct responses exceeds 50 percent (Figure 7).

Training Procedures

Once baseline data are evaluated and the trainer has made appropriate alterations in the program, training begins.

TOTAL TASK DATA SHEET

Program: Cleaning Toilets **Name:** Ted

Terminal Objective:

1.	Student gets materials	0	X
2.	Flushes toilet	X	X
3.	Sprays toilet with cleaner	X	X
4.	Scrubs bowl with brush	0	0
5.	Scrubs bottom of seat	0	0
6.	Scrubs inside rim	0	0
7.	Scrubs top rim	0	0
8.	Scrubs top of seat	0	0
9.	Scrubs back of toilet	0	0
10.	Scrubs chrome	X	X
11.	Scrubs sides of toilet	X	0
12.	Wipes off soap	0	X
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
	Percent Independence:	33%	42%
	Raw Score: # X's or I's / Total # Steps	4/12	5/12
	Dates:	2/4	2/5

BASELINE

TEACHING RESEARCH

Figure 5. Example of baseline data

TOTAL TASK DATA SHEET

Program: Bank Statement Preparation **Name:** _____

Terminal Objective: _____

1. Student goes to bank statement machine	X	X	X	X	X	X																	
2. Takes first statement out of box	0	0	0	0	X	X																	
3. Opens statement	X	0	0	0	X	X																	
4. Removes checks	X	X	X	X	X	X																	
5. Sends through counter	0	0																					
6. Looks at statement	0	0																					
7. Adds # of checks with calculator machine	0	0																					
8. Lays statement face down in machine	0	0																					
9. Puts checks on top of it	0	0																					
10. Presses foot peddle	0	0																					
11.																							
12.																							
13.																							
14.																							
15.																							
16.																							
17.																							
18.																							
19.																							
20.																							
21.																							
22.																							
23.																							
24.																							
Percent Independence:	30%	20%	50%	50%	100%	100%																	
Raw Score: # X's or I's / Total # Steps	3/10	2/10	2/4	2/4	4/4	4/4																	
Dates:	2/4	2/5	2/6	2/7	2/8	2/9																	

BASELINE

mini-chain steps 1-4

mini-chain steps 1-7

TEACHING RESEARCH

Figure 6. Example of mini-chain from assessment of baseline data

TOTAL TASK DATA SHEET

Program: _____ **Name:** _____

Terminal Objective: _____

1. Student goes to bank statement machine.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Takes first statement from box	X	O	O	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Opens statement	X	O					X	O	X	X	X	X	X	X	X	X	X	X
4. Removes checks	O	X					X	X	X	X	X	X	X	X	X	X	X	X
5. Sends through counter	O	O									O	X	X	X	X	X	X	X
6. Looks at statement	O	O									X	O	X	X	X	X	X	X
7. Adds # of checks with calculator	O	O									X	X	X	X	X	X	X	X
8. Lays statement face down in machine	O	O													X	O	X	X
9. Puts checks on top of statement	O	O													X	X	X	X
10. Presses foot peddle	O	O													X	X	X	X
11.																		
12.																		
13.																		
14.																		
15.																		
16.																		
17.																		
18.																		
19.																		
20.																		
21.																		
22.																		
23.																		
24.																		
Percent Independence:	30%	20%	50%	50%	100%	100%	100%	75%	100%	100%	85%	85%	100%	100%	100%	90%	100%	100%
Raw Score: # X's or I's / Total # Steps	3/10	2/10	1/2	1/2	2/2	2/2	4/4	3/4	4/4	4/4	6/7	6/7	7/7	7/7	10/10	9/10	10/10	10/10
Dates:	4/3	4/4	4/5	4/6	4/7	4/10	4/11	4/12	4/13	4/14	4/17	4/18	4/19	4/20	4/21	4/24	4/25	4/26

BASELINE

mini-chain steps 1-2 model steps 1+2

mini-chain steps 1-4 model steps 1-4

mini-chain steps 1-7 Drop model

drop mini-chain

TEACHING RESEARCH

Figure 7. Example of mini-chains based on data within the task

Figure 7*. Example of modeling until program is over 50%

Behavioral learning theory. The strategies of the behavioral learning theory are now applied. When teaching a task, the cue should provide the least amount of assistance that is necessary for the student to complete the step. The trainer can find the correct level of cue for the student during the updating procedures. If physical assistance, modeling, or direct cues are required to elicit the desired behavior, these will have to be faded before mastery of the skill is considered complete and under the control of environmental cues. For example a direct cue to perform a specific step can be faded to a non-direct cue such as "what do you do next." The eventual goal is use of an environmental cue.

Simulate a "real" work environment. When training a student in the community, correction procedures, reinforcers, and remediation of inappropriate behavior must be chosen in a way that facilitates the student's successful integration into the community. In a normal employee/employer relationship the supervisor points out a mistake, gives a direct cue and walks away. To simulate the work environment a trainer can use the following correction procedure: If a student is about to or has made an error, the trainer gives a direct cue to the student. If the student does the step correctly, s/he receives a mild reinforcer. If the error is about to happen again, the trainer physically assists in the minimum amount necessary to complete the step. The student then receives a mild reinforcer.

Identify positive reinforcers. During skill acquisition, one of the trainer's goals is to identify consequences that will increase the occurrence of a desired behavior. Positive reinforcers help do this as well as help create a positive work experience for the student. In the event primary, tangible, or a high rate of social reinforcers are used, the trainer should try to fade progressively to the least artificial level of reinforcement. For example, during initial training a student may be receiving social reinforcers at a fixed rate of 1:1; that is, a positive reinforcer for every step completed correctly. As the student's performance improves, the ratio might be dropped to 2:1. Continued improvement would then lead to a reinforcer being given at the end of the task. Eventually the student will be working independently without social reinforcers. At this point, the student has internalized the process of reinforcement. The student feels good when s/he successfully completes a task.

Program Modifications

Total-task data can help the trainer determine if program modifications are necessary. If the data indicate the daily percentage of steps completed independently by the student is increasing toward mastery criterion, the program may not need to be modified. If the percentage stabilizes or decreases for two days and the same step is missed for those two days, the trainer should consider modifying the program. Some students may need more than two days to show improvement. The length of time must be established from the trainer's knowledge of the student.

There are many options to consider when modifying a program:

1. The trainer can break down the level of assistance and gradually fade to increasingly lower levels. For example, if a student consistently needs a hand-over-hand prompt on a step, gradually lighten the pressure used on the hand or move the prompt from the hand to the wrist, then fade to the elbow (Figure 8).

2. The trainer can exaggerate a cue by adding a visual cue to the materials or changing or highlighting a color. Remember that when such aids are

TOTAL TASK DATA SHEET

Program: Operating a belt sander **Name:** _____

Terminal Objective: _____

1. Student locates sander	X	X	X	X	X	X	X	X	X	X	X	X							
2. Brings sander to work area	X	X	X	X	X	X	X	X	X	X	X	X							
3. Plugs sander in	X	X	X	X	X	X	X	X	X	X	X	X							
4. Puts right hand on front handle	O	X	X	X	X	X	X	X	X	X	X	X							
5. Puts left hand on trigger switch	X	X	X	X	X	X	X	X	X	X	X	X							
6. Puts sander on surface to be sanded	X	X	X	X	X	X	X	X	X	X	X	X							
7. Turns sander on	O	X	X	X	X	X	X	X	X	X	X	X							
8. Sand evenly across surface	O	O	O	O	X	X	X	X	X	X	X	X							
9. Turns sander off	O	X	X	X	X	X	X	X	X	X	X	X							
10. Examines surface for roughness	X	X	X	X	X	X	X	X	X	I	I	I							
11. Turns sander on	X	X	I	I	X	I	I	X	X	X	X	X							
12. Sands rough area smooth	O	X	X	X	I	X	X	X	X	X	X	X							
13.																			
14.																			
15.																			
16.																			
17.																			
18.																			
19.																			
20.																			
21.																			
22.																			
23.																			
24.																			
Percent Independence:	BASELINE				Hand over hand Physical Assist Steps		Hand on wrist steps		Shaded steps prompting elbow		Drop Physical Assist Steps								
Raw Score: # X's or I's / Total # Steps	7/12	11/12	11/12	11/12	12/12	12/12	12/12	12/12	12/12	12/12	10/12	12/12							
Dates:	6/1	6/2	6/3	6/4	6/5	6/8	6/9	6/10	6/11	6/12	6/15	6/16							

TEACHING RESEARCH

Figure 8. Example of fading physical assistance on a particular step

CEC

TOTAL TASK DATA SHEET

Program: Dishwashing **Name:** _____

Terminal Objective: _____

1. Student turns machine on	X	X	X	X	X	X	X	X	X	X	X							
2. Deals dishes into rack	O	X	X	X	X	X	X	X	X	X	X							
3. Rinses off rack	X	X	X	X	X	X	X	X	X	X	X							
4. Pushes rack into machine	X	X	X	X	X	X	X	X	X	X	X							
5. Sorts utensils handles down	O	X	X	X	X	X	X	X	X	X	X							
6. Rinses utensils	X	X	X	X	X	X	X	X	X	X	X							
7. Puts utensils in machine	X	X	X	X	X	X	X	X	X	X	X							
8. Puts soup bowls in rack	X	X	X	X	X	X	X	X	X	X	X							
9. Rinses soup bowls	X	X	X	X	X	X	X	X	X	X	X							
10. Puts machine on dwell	O	O	O	O	O	X	X	X	X	X	X							
11. Pushes rack in machine	X	X	X	X	X	X	X	X	X	X	X							
12. Loads glass rack	X	X	X	X	X	X	X	X	X	X	X							
13. Rinses glass rack	X	X	X	X	X	X	X	X	X	X	X							
14. Pushes glass rack into machine	X	X	X	X	X	X	X	X	X	X	X							
15.																		
16.																		
17.																		
18.																		
19.																		
20.																		
21.																		
22.																		
23.																		
24.																		
Percent Independence:																		
Raw Score: # X's or I's / Total # Steps	11/14	13/14	13/14	13/14	13/14	14/14	14/14	14/14	14/14	14/14	14/14							
Dates:	5/1	5/2	5/3	5/4	5/5	5/8	5/9	5/10	5/11	5/12	5/15							

BASELINE

Direct cue step 10 + model

A pulling motion for dwell

Non-direct cue step 10 "Ah Ah Ah"

Drop all cues

TEACHING RESEARCH

Figure 9. Example of fading cues

added to the program they must be faded before the skill is considered mastered (Figure 9).

3. The trainer can change the reinforcer for that step by identifying the reinforcer that works and fading progressively to the least artificial level. For example, a student receives popcorn upon correct performance of a particular step. After two days of success, fade to heavy social reinforcement. After two more days of success, reinforcement will be delivered at the end of a task, with no reinforcement being given at the end of any particular step (Figure 10).

4. The trainer can break a step into smaller increments. A particular step in the task analysis may have been written at too high a degree of difficulty for the student and may need to be divided into several steps. The task analysis would remain the same except for the step which has caused difficulty.

5. A mini-chain is often useful when the percentage of the total task stabilizes or decreases for two days and at the same time the same group of steps is missed. A natural break is located in the chain of behaviors, and only those steps preceding the break are taught. When criteria is met on these steps, the student's performance on the entire chain will dictate the decision to teach the entire chain or look for another natural break and mini-chain. If the student's percentage of correct responses is less than 33 percent, or there is another group of steps consistently incorrect, the trainer should mini-chain. If the percentage is above 33 percent, the trainer can teach the total task (Figure 7).

6. Special adaptations or changes in materials can often allow students to produce at or near community standards. However, the adaptation should be subtle so as not to draw attention to the student worker.

Specific examples. The following are examples of particular problems and the special adaptations that evolve from them.

1. A student has trouble plugging in a three-pronged plug. The addition of a two-pronged adapter enables the student to independently complete that step. (See Figure 11.)

2. A student is working in a grounds maintenance placement. His productivity, safety, and accuracy are affected by his holding rakes, brooms, and shovels too low on the handle. His trainer slips a wooden "donut" down the handle and secures it where the student's lower hand is to rest. After a few direct cues the problem is solved. (See data entry for 3/1, Figure 12.)

3. A student is placed in a plumbing and heating business and has the task of putting away plumbing parts. The student must discriminate pipe size, dimension, and length, and has problems measuring circumference size. The trainer develops a model consisting of short pieces of pipe, labeled by circumference size. The student can compare the part to be stored with the model and store the item appropriately. (See data entry for 9/21, Figure 13.)

4. A student working in a bank filing signature cards has previously mastered a task of filing duplicate cards by matching names. In the new job she is

TOTAL TASK DATA SHEET

Program: Pop Bottle Sort **Name:** _____

Terminal Objective: _____

1. Student goes to work station	X	X	X	X	X	X	X	X	X	X	X							
2. Slides first case to sort area	X	X	X	X	X	X	X	X	X	X	X							
3. Sorts bottles to go in case 1	X	X	X	X	X	X	X	X	X	X	X							
4. Slides case to sort area 2	X	X	X	X	X	X	X	X	X	X	X							
5. Sorts bottles to go in case 2	X	X	X	X	X	X	X	X	X	X	X							
6. Slides bottles to sort area 3	X	X	X	X	X	X	X	X	X	X	X							
7. Sorts bottles to go in case 3	X	X	X	X	X	X	X	X	X	X	X							
8. Pushes full case forward	O	O	O	O	O	X	X	X	X	X	X							
9. Locates empty case	O	O	O	O	X	X	X	X	X	X	X							
10. Puts empty case on the line	O	O	X	X	X	X	X	X	X	X	X							
11. Pushes non-sort to next station	O	O	O	X	X	X	X	X	X	X	X							
12. _____																		
13. _____																		
14. _____																		
15. _____																		
16. _____																		
17. _____																		
18. _____																		
19. _____																		
20. _____																		
21. _____																		
22. _____																		
23. _____																		
24. _____																		
Percent Independence:																		
Raw Score: # X's or I's / Total # Steps	2/11	3/11	5/11	9/11	10/11	11/11	11/11	11/11	11/11	11/11	11/11							
Dates:	4/1	4/2	4/3	4/4	4/5	4/8	4/9	4/10	4/11	4/12	4/15							

BASELINE

Primary Rf Steps 8+9

Heavy Social Rf Steps 8+9

Mildly Rf Steps 8+9

Steadily Rf End of Task

TEACHING RESEARCH

Figure 10. Example of fading reinforcers

TOTAL TASK DATA SHEET

Program: Vacuuming **Name:** Dave

Terminal Objective:

1. Student locates vacuum	0	0	X	0	X	X																
2. Takes vacuum to work area	0	0	0	0	X	X																
3. Plugs cord in	0	0	0	0	X	X																
4. Turns on vacuum	0	X																				
5. Vacuums area clean	0	0																				
6. Turns off vacuum	0	0																				
7. Unplugs vacuum	0	X																				
8. Jerks and releases cord	0	0																				
9. Puts vacuum away	0	X																				
10.																						
11.																						
12.																						
13.																						
14.																						
15.																						
16.																						
17.																						
18.																						
19.																						
20.																						
21.																						
22.																						
23.																						
24.																						
Percent Independence:	0%	33%	33%	0%	100%	100%																
Raw Score: # X's or I's / Total # Steps	0/1	3/4	1/3	0/3	3/3	3/3																
Dates:	3/1	3/4	3/5	3/6	3/7	3/8																

BASELINE

mini-chain steps 1/3

material change to two-pronged adaptor

TEACHING RESEARCH

Figure 11. Example of material change

TOTAL TASK DATA SHEET

Program: Sweeping **Name:** Paul

Terminal Objective:

1. Student identifies area to sweep	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
2. Sweeps dirt away from curbs walls steps	O	X	X	X	X	X	X	X	X	X	X	X	X	X	X	/	X	X		
3. Uses short back and forth strokes	O	O	X	O	X	O	X	X	X	X	X	X	X	X	X	X	X	X		
4. Maintains dirt line across area	O	O	O	O	X	X	O	X	O	X	X	X	O	X	X	X	X	X		
5. Sweeps into pile when finished	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
6.																				
7.																				
8.																				
9.																				
10.																				
11.																				
12.																				
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22.																				
23.																				
24.																				
Percent Independence:	40%	60%	80%	60%	100%	80%	80%	100%	80%	100%	100%	100%	80%	100%	100%	100%	100%	100%		
Raw Score: # X's or I's / Total # Steps	2/5	3/5	4/5	3/5	5/5	4/5	4/5	5/5	4/5	5/5	5/5	5/5	4/5	5/5	5/5	5/5	5/5	5/5		
Dates:	2/23	2/23	2/24	2/27	2/28	2/29	3/1	3/2	3/5	3/6	3/7	3/8	3/9	3/12	3/13	3/14	3/15			

BASELINE

Branch - Physically Assist Step 4

Drop Physical Assist - Material change - Boundary Jig Step 4
Add donut jig for step 3

Drop jig - Model step 4

Drop Model

TEACHING RESEARCH

Figure 12. Example of material change for special adaptations

TOTAL TASK DATA SHEET

Program: Sorting Parts **Name:** Dennis

Terminal Objective:

1. Student moves to sink area and puts on cover-alls	X	X	X	X	X	X																	
2. Checks in with supervisor	N/A	X	X	X	X	X																	
3. Locates area to be sorted	0	X	X	X	X	X																	
4. Picks up part from floor	0	X	X	X	X	X																	
5. Checks size	0	0	0	0	X	X																	
6. Identifies correct bin	X	0	0	0	X	X																	
7.																							
8.																							
9.																							
10.																							
11.																							
12.																							
13.																							
14.																							
15.																							
16.																							
17.																							
18.																							
19.																							
20.																							
21.																							
22.																							
23.																							
24.																							
Percent Independence:	33⅓	66⅔	66⅔	66⅔	100%	100%																	
Raw Score: # X's or I's / Total # Steps	2/6	4/6	4/6	4/6	6/6	6/6																	
Dates:	9/19	9/20	9/24	9/25	9/26	9/27																	

BASELINE

Bench - Circumference Jig Steps 5 & 6

TEACHING RESEARCH

Figure 13. Example of special adaptation

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required to file by alphabetizing. Because the student does not possess a linear concept of the alphabet (i.e., "A" comes before "H" and "Z" after "T") she requires a visual prompt. An alphabet strip is placed on the filing cabinet and by manipulating color coded magnets along the strip she is able to keep track of what letters she is working on and where she is heading. (See steps 7-11, Figure 14.)

It is not always possible to use adaptations that are subtle. In those cases where the adaptation is awkward or does not fit the environment, a more appropriate modification should be used as soon as possible. For example, a student was having difficulty sweeping with a push broom in a linear pattern. The trainer modified the program using a rope barrier which guided the student to sweep in the correct pattern. The teaching device was awkward and drew attention to the student. The trainer combined a direct verbal cue (counting the push strokes and cuing the student to move sideways) with the barrier. After two days of success, the barrier was put away leaving only the direct cue as an aid. After two more days of success, part of the direct cue was faded by eliminating the cue to move sideways. The final step was to discontinue counting the push strokes. (See Figure 15.)

Community training is competitive. Students with handicaps are often judged by their condition and not by their productivity or their accuracy. Once a placement has begun, it is the trainer's responsibility to provide all opportunities which will allow the student to work at the highest possible level.

Summary

This chapter briefly introduced three elements of behavioral theory, cue, behavior, and consequence. The procedures for developing an on-site, total-task analysis, including a cover sheet, were described. Techniques for utilizing the total-task teaching methods for teaching skills in a community work placement were discussed. Ways to modify a total-task program were illustrated and included fading the level of assistance, exaggerating cues, fading the reinforcer, breaking the steps into smaller steps, mini-chaining, and using adaptive devices.

TOTAL TASK DATA SHEET

Program: Filing Cards **Name:** Robin

Terminal Objective:

1. Student locates card to be filed	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Sorts card into Checking Savings	X	0	0	X	X	X	0	0	0	X	X	X	0	X	X	X	X	X
3. Identifies file to use	X	X	0	X	X	X	X	X	0	X	X	X	X	X	X	X	X	X
4. Matches first letter-section	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Takes all cards out	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6. Matches first card	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7. Puts magnet on approp letter	0	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. Makes judgement: found or not	0	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9. Finds card for 2nd matching letter	0	X	0	0	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10. Finds card for 3rd matching letter	0	0	0	0	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11. Finds card for 4th matching letter	0	0	0	0	N/A	X	X	X	X	X	X	X	X	X	X	X	X	X
12.																		
13.																		
14.																		
15.																		
16.																		
17.																		
18.																		
19.																		
20.																		
21.																		
22.																		
23.																		
24.																		
Percent Independence:	55%	73%	55%	73%	90%	100%	91%	91%	82%	100%	100%	100%	91%	100%	100%	100%	100%	100%
Raw Score: # X's or 1's / Total # Steps	6/11	8/11	6/11	8/11	10/11	11/11	10/11	10/11	9/11	11/11	11/11	11/11	10/11	11/11	11/11	11/11	11/11	11/11
Dates:	9/13	9/14	9/17	9/18	9/19	9/20	9/21	9/24	9/25	9/27	9/28	10/1	10/2	10/4	10/8	10/9	10/10	

BASELINE

material change step 1-12

Drop material change
Direct cue step 2

Non-direct cue step 2

Drop all branches

TEACHING RESEARCH

Figure 14. Example of special adaptation

TOTAL TASK DATA SHEET

Program: Sweeping with Push Broom **Name:** Devin

Terminal Objective:

1. Student locates broom	X	X	X	X	X	X	X	X	X	X	X	X	X										
2. Goes to work area	X	X	X	X	X	X	X	X	X	X	X	X	X										
3. Holds broom (hands middle + end)	X	X	X	X	X	X	X	X	X	X	X	X	X										
4. Pushes broom forward	X	X	X	X	X	X	X	X	X	X	X	X	X										
5. Picks broom up and returns to beginning position	X	X	X	X	X	X	X	X	X	X	X	X	X										
6. Sweeps area clean	O	O	O	O	X	X	X	X	X	X	X	X	X										
7. Moves sideways	O	O	O	O	X	X	X	X	X	X	X	X	X										
8. Maintains sweeping line	O	O	O	O	X	X	O	X	X	X	X	X	X										
9. Sweeps dirt into pile	X	X	X	X	X	X	X	X	X	X	X	X	X										
10.																							
11.																							
12.																							
13.																							
14.																							
15.																							
16.																							
17.																							
18.																							
19.																							
20.																							
21.																							
22.																							
23.																							
24.																							
Percent Independence:	66%	66%	66%	66%	66%	100%	100%	88%	100%	100%	100%	100%	100%	100%	100%								
Raw Score: # X's or I's / Total # Steps	6/9	6/9	6/9	6/9	9/9	9/9	8/9	9/9	9/9	9/9	9/9	9/9	9/9										
Dates:	3/1	3/2	3/3	3/4	3/5	3/8	3/9	3/10	3/11	3/12	3/15	3/16	3/17										

BASELINE

Direct cue to move sideways and count strokes

Drop barrier - continue direct cues and counting

Drop direct cue - continue counting

Drop counting cue.

TEACHING RESEARCH

Figure 15. Example of fading and special adaptation

CHAPTER 5

TEACHING ASSOCIATED WORK SKILLS

Although skill acquisition of complex work tasks is important in a successful vocational community placement for a student with moderate to severe handicaps, associated work skills or work-related behaviors are also essential. The lack of these skills is often the reason community placements are unsuccessful.

Definitions

Associated work skills are the necessary work-related behaviors which help students enter and remain in the competitive work force. These behaviors do not include behaviors which have often been referred to as "prevocational skills" or "social competence behaviors." We refer here only to those skills which are deemed important, even essential, for successful placement. These include some self-help skills, many social skills, mobility/transportation skills, time management, and behaviors as they relate directly to the job site, such as, "works faster when told to do so," "checks own work," and "corrects mistakes."

Several studies have highlighted the need for "social competence" training as an important factor in work adjustment. Greenspan and Shoultz (1981) found three social reasons for the involuntary termination from competitive employment of 30 individuals with mild to moderate handicaps: Deficits in (a) temperament, (b) character, and (c) social awareness. Moss (1979) conducted a four-year study at the University of Washington in which he applied advanced educational technology in teaching the job skills necessary to gain competitive employment. He reported that 51 percent of his 73 trainees lost their jobs after two months because of (a) lack of performance speed, (b) attitudes towards employers, coworkers, and the work situation, and (c) inadequate ability to follow instructions.

Nickelburg (1973) studied the productivity of workers who were mentally retarded and reported that the difference between 16 succeeding and 15 nonsucceeding trainees was in the amount of inappropriate behaviors displayed. For example, they spent more time standing idle, talking, joking, playing with others, laughing on the job, and being away from assigned work stations.

Teaching "associated work skills" is important in vocational programs at the secondary level, but they should begin to be taught at a very early age. The above cited research has demonstrated that persons with severe handicaps often cannot gain access to employment in the community because they lack these skills. Lack of success is often not because they cannot learn the specific work tasks of the placement, but because associated work skills have some deficit.

Student Assessment

Training students in associated work skills is of prime importance if they are to be successful. The job site can be the vehicle through which these work-related behaviors are taught. The community provides a setting where natural consequences and professional training can shape appropriate work behaviors.

In the initial assessment of a student, vocational staff should combine knowledge of the student with information from the teacher and a thorough assessment of the environment, in order to identify associated work skills that the job site demands. A

useful tool in this process is the "Associated Work Skills (AWS) Check List" (Figure 1). This list is taken from Egan, Fredericks, Peters, Hendrickson, Bunse, Toews, & Buckley (1984). Associated work skills are divided into four areas:

1. Work-related behaviors: safety, works faster and punctuality;

2) Mobility/Transportation: locates work station, locates locker, moves about work environment independently;

3) Self-help/Grooming: dresses appropriately, keeps hair combed, bathes regularly;

4) Communication: communicates basic needs, does not engage in self-indulgent (attention getting) behavior, interacts with coworkers at appropriate times.

Once it has been determined which AWS need teaching the trainer needs to prioritize them. For example the student who works in an office atmosphere may have several AWS which need to be addressed, yet the most important for her may be learning to use an appropriate voice volume while working.

Teaching an Associated Work Skill

There are two basic types of AWS. One requires the remediation of an inappropriate work behavior, such as, working too slow, talking too loud, not completing a task or being impolite to fellow workers. These are remediated or taught using a behavior management technique. The other type of AWS comprises additional skills which the student needs to learn to survive in the work place. Such tasks as punching in on a time clock, using the coin operated coffee machine during break times, and riding the city bus, are examples. These behaviors, like work skills, are actually chains of smaller behaviors. Each of these smaller behaviors needs to be performed correctly by the student in order to perform the entire skill. Breaking a skill into an ordered sequence of small behaviors is called task analysis. The concept of task analysis is based on the premise that a complex skill can be learned best when it is broken down into simple, smaller, individually taught behaviors. The procedures for teaching an associated work skill that requires the acquisition of a skill are the same as those discussed in Chapter 4 for the acquisition of job skills. Figures 2 and 3 show an example of a total task program for an associated work skill.

Management of Inappropriate Social and Work Behavior

Many of the inappropriate social and work behaviors can be changed by informal programming. When informal programs do not work, formal behavior management techniques may be necessary. The following section describes informal behavior management techniques known as "Rules of Thumb." These are followed by a discussion of formal behavior management.

Rules of Thumb

Teaching appropriate social behavior involves programming in social skills. The following sections describe general "rules of thumb" for managing inappropriate behavior and specific techniques for programming for behavior change.

Rules of thumb were developed by Teaching Research to be used in any educational, residential or vocational environment where students with moderate to

ASSOCIATED WORK SKILLS CHECKLIST

Student: JOHN JONES **Placement:** ANIMAL HOSPITAL

Date: 2-1-85 **Contact Person:** JIM HEALER

WORK RELATED BEHAVIOR	Has Skill	Needs Training	Location: School	Home	Community	Work	Other
1. Checks own work	✓					✓	
2. Corrects mistakes		✓					
3. Works alone without disruptions for specified periods with no contact from supervisor/teacher		✓				✓	
4. Works continuously at a job station for specified amount of time	✓					✓	
5. Safety:							
a. uses appropriate safety gear	✓					✓	
b. responds appropriately during fire drill	✓					✓	
c. follows safety procedures specific to classroom/shop	✓					✓	
d. wears safe work clothing	N/A						
e. cleans work area		✓				✓	
f. identifies and avoids dangerous areas	✓					✓	
g. responds appropriately to emergency situation (sickness, injury, etc.)	✓					✓	
6. Participates in work environment for specified periods of time		✓				✓	
7. Works in group situation without being distracted		✓				✓	
8. Works faster when asked to do so		✓				✓	
9. Completes work by specified time when told to do so		✓				✓	
10. Time Management:							
a. comes to class/work for designated number of times per week	✓					✓	
b. arrives at class/work on time	✓					✓	
c. recognizes appropriate time to take break or lunch	N/A						
d. recognizes appropriate time to change task		✓				✓	
e. returns promptly from:							
1. break	N/A						
2. restroom	✓					✓	
3. lunch	N/A						
f. uses time clock/clock appropriately	N/A						
11. Observes classroom/shop rules		✓				✓	
12. Does not leave work station without permission	✓					✓	

Figure 1. Associated Work Skills Checklist

	Has Skill	Needs Training	Location: School	Home	Community	Work	Other
MOBILITY/TRANSPORTATION							
1. Takes appropriate transportation to and from school/work	✓		✓			✓	
2. Locates work station/desk	✓					✓	
3. Locates bathroom	✓					✓	
4. Locates break/lunch area	✓					✓	
5. Locates locker or coat area	N/A						
6. Moves about class/work environment independently	✓					✓	
SELF-HELP GROOMING							
Independently:							
1. Dresses appropriately for school/ work	✓			✓		✓	
2. Cleans self before coming to school/work	✓			✓			
3. Cleans self after using restroom	✓		✓			✓	
4. Cleans self after eating	N/A						
5. Shaves regularly		✓	✓	✓			
6. Keeps hair combed	✓			✓			
7. Keeps nails clean	✓			✓			
8. Keeps teeth clean	✓			✓			
9. Uses deodorant	✓			✓			
10. Bathes regularly	✓			✓			
11. Cares for menstrual needs	N/A						
12. Cares for toileting needs	✓		✓	✓		✓	
13. Eats lunch and takes break	N/A						
14. Washes before eating	N/A						
15. Brings lunch/snack independently	N/A						
16. Operates vending machine	N/A						
17. Uses napkin independently	N/A						
18. Displays appropriate table manners	N/A						
SOCIAL COMMUNICATION							
1. Communicates basic needs, such as:							
a. thirst	✓					✓	
b. hunger	✓					✓	
c. sickness	✓		✓	✓		✓	
d. toileting needs	✓			✓			

	Has Skill	Needs Training	Location: School	Home	Community	Work	Other
2. Does not engage in:							
a. self-stimulatory or self-abusive behavior	✓		✓				
b. aggressive/destructive behavior	✓		✓				
c. self-indulgent (attention getting) behavior	✓		✓				
3. Engages in relevant, appropriate conversation		✓	✓			✓	
4. Responds calmly to emotional outbursts of others	✓		✓				
5. Talks about personal problems at appropriate times	✓		✓	✓			
6. Refrains from exhibiting inappropriate emotions at school/work	✓		✓			✓	
7. Refrains from bringing inappropriate items to school/work	✓		✓			✓	
8. Refrains from tampering with or stealing other's property	✓		✓			✓	
9. Responds appropriate to changes in supervisors/teachers		✓				✓	
10. Interacts with coworkers/students at appropriate times		✓				✓	
11. Responds appropriately to social contacts such as "hello" or "good morning"		✓				✓	
12. Initiates greetings appropriately		✓				✓	
13. Ignores inappropriate behaviors/ comments of coworkers/students	✓		✓			✓	
14. Refrains from inappropriate sexual activity at school/work	✓		✓	✓			
15. Laughs, jokes and teases at appropriate times		✓	✓			✓	
16. Responds appropriately to strangers	✓		✓			✓	
17. Approaches supervisor/teacher appropriately when:							
a. needs more work		✓				✓	
b. makes a mistake he/she cannot correct	✓					✓	
c. tools or materials are defective	✓					✓	
d. does not understand task		✓				✓	
e. task is finished	✓					✓	
f. disruption has occurred	✓					✓	
g. sick	✓					✓	
18. Complies with supervisor's/teacher's requests in specified period of time	✓					✓	
19. Responds appropriately to correctional feedback from supervisor/teacher	✓					✓	
20. Responds appropriately to changes in routine		✓				✓	
21. Follows instruction	✓					✓	

PROGRAM COVER SHEET

Student: Mike Cary **Program:** Using the Pep Machine

Terminal Objective: Student will operate pop machine independently.

Materials:	**Non-verbal Cues (Set-up):**
Pop Machine Quarter	None
Instructional Cue:	**Criterion:**
"Mike, time for a break. Do you want a soft drink)?	Operates pop machine 3 days without assistance.
Reinforcement Procedure:	
Positive social reinforcement at 1:1 ratio	
Correction:	**Teaching Notes:**
- To correct an error, give direct verbal cue. - If student corrects error after verbal cue, give mild reinforcement. - If student does not correct error after verbal cue, model the step.	Mike sometimes seems to space out. He will come back to the task in a few seconds. Be patient.

SWW69

Figure 2. Program Cover Sheet

TOTAL TASK DATA SHEET

Program: Pop Machine. **Name:** Mike Cary

Terminal Objective:

1. Puts money in slot.	
2. Puts hand on selection panel.	
3. Presses button for selection.	
4. Takes pop from machine.	
5. Locates bottle opener.	
6. Puts bottle in slot.	
7. Lifts bottle to top of slot.	
8. Catches cap in opener.	
9. Opens bottle.	
10. Checks change slot.	
11. Returns empty bottle.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
Percent Independence:	
Raw Score: # X's or I's / Total # Steps	
Dates:	

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Figure 3. Total Task Data Sheet

severe handicaps are being taught. They were designed to provide the teacher, parent or vocational trainer a set of ready responses to the inappropriate behaviors of the student. By following these rules many have achieved a high success rate in remediating inappropriate behaviors. Rules of Thumb have frequently been found effective enough that formal behavioral programs do not have to be initiated. The term "Trainer" designates the person or persons who are working to remediate the behavior. This term includes parents, professionals, and anyone who interacts with the student. The term "student" is used to describe the person exhibiting the behavior to be remediated.

We recommend categorizing inappropriate behaviors in order to increase the consistency in dealing with behaviors. According to the Rules of Thumb all inappropriate behaviors can be classified as one of four types. These are:

1. Self-Indulgent;
2. Noncompliance;
3. Aggression, and
4. Self-Stimulatory or Self-Destructive behaviors.

Each type requires a different response from the trainer (see Figure 4).

Self-Indulgent Behavior - These behaviors are labeled self-indulgent or "I am doing my own thing." Belonging to this group includes such behaviors as pouting, crying, temper tantrums, withdrawing into the corner and refusing to communicate, whimpering, screaming and shouting profanities. This group also includes the student who, seated at a work station doing an assembly type task bangs his feet on the floor, pounds on the table, makes strange noises with his mouth, or bangs parts together non-destructively to hear the noise they make.

The rule of thumb for the trainer faced with these types of behaviors is to ignore them. The reason for this rule becomes clear when it is understood why the inappropriate behavior is occurring. Two explanations are offered. The student may have been unable to obtain something that he wants to possess or do. By throwing a tantrum, crying, pouting, or withdrawing he hopes to have the decision changed. On the other hand, the behavior could be occurring to attract attention; for example the foot-banger, the clucker, or the object-banger who enjoys the notoriety he receives when the trainer attends to these behaviors.

For example, the student may deliberately bang a broom into objects to get the trainer to respond with "John, stop banging the broom." The pouter may be one who enjoys the attention which trainers bestow on her when they say "Come on Sue, it's not that tough to wipe the table, let me help you and you will feel better."

It may be difficult to analyze why the inappropriate behavior is occurring. The preferred remedy for extinguishing or eliminating this type of behavior is to ignore it, and therefore not provide the consequences (reinforcers) that have been maintaining it in the past. Conversely, however, it is important that the trainer attends to the student when he is working appropriately and reinforce that kind of behavior. Thus, when the student who has been banging his broom finally stops and returns to work sweeping, the trainer should reinforce this by saying "John, you went right back to work and you sure are working quietly." We recognize that some job situations will not allow the trainer to ignore self-indulgent behavior. In those cases the student should be removed from the work environment for a short period of time. If the student is being paid, pay should be deducted for the time the student is away from the work site. If the student persists in this behavior, formal behavior programming is needed.

RULES OF THUMB

CATEGORY OF BEHAVIOR	EXAMPLES	TREATMENT	
		When Behavior Occurs	When Not Occurring
NON-COMPLIANCE	Slow to comply (slow to task) Refusing to follow a directive Poor or incomplete job done on tasks Breaking a known rule	ASSIST TO COMPLY OR ARRANGE NATURAL CONSEQUENCE	R+ for compliance
		When Behavior Occurs	When Not Occurring
SELF-INDULGENT	Tantrums Screaming Whining Pouting Negative Statements Complaints Irrelevant Comments & Questions Crying	IGNORE	Reinforcement for appropriate behavior
		When Behavior Occurs	When Not Occurring
AGGRESSION	Spitting Biting Pinching Punching Kicking Stealing Lying Breaking or Throwing Objects	TIME AWAY FROM GROUP	R+ for pro-social behavior
		When behavior Occurs	When Not Occurring
SELF-STIMULATION / SELF-AGGRESSION	Rocking Light Filtering Putting Objects in Mouth Grinding Teeth Hitting Self Biting Self Head Banging	INTERRUPT BEHAVIOR	R+ for appropriate behavior

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Figure 4. Rules of Thumb

Noncompliant Behaviors - The second major type of inappropriate behavior is the failure to comply or "I don't wanna" behavior. Many behaviors fall into this category. For example, there is the student who, upon being told to go to work, says no and refuses to do it. A second type ignores the command and goes on doing what he is doing, sometimes appearing to forget. A third does what he is asked, but does the task improperly or sloppily when he has previously demonstrated proficiency. Still another type is the student who dawdles; the task is completed but much too slowly. Thus, refusal to do a task, forgetting to do it, doing it improperly or too slowly, all fall into the "I don't wanna" or noncompliance category.

Faced with these various types of "I don't wanna" or noncompliant behaviors, the trainer's most effective method of remediation is to make a reinforcing event contingent upon the performance of the required behavior. For instance, you can take a coffee break and spend time with your friends after you clean the table. Therefore the task must be accomplished before a reinforcing event can happen. The trainer is encouraged to choose a reinforcing event that the student naturally likes or enjoys contingent upon completion of the designated task. For example, walking the dogs may come after cleaning the kennels to encourage the student to do the undesirable tasks as well as the preferred tasks. The student must be capable of understanding what the contingency is and be aware that he is making the choice to forgo an activity rather than do the required task.

There is an important consideration relative to using this method. A trainer must be consistent in carrying out the stated contingencies. For instance, if John is told that he can walk the dogs if he finishes cleaning the kennels, but the trainer helps him so he will be sure to finish on time, the trainer cannot weaken and say "That was pretty good and even though I had to help you, you can walk the dogs now." The student did not meet the stated contingency and therefore, should not be permitted to walk the dogs. This procedure may seem to be rather inflexible and demanding yet, for the student it will set a clear delineation of what is allowed and what is not allowed. He will clearly understand what the rules are and either choose to abide by them or to violate them. If he violates them he understands that there are certain privileges which he cannot have. He will realize that it is his choice and that the trainer has nothing to do with granting that privilege. It is something which the student must earn or fail to earn.

If the trainer makes an exception, he is then in the position of being the privilege grantor and not relying on natural consequences of the environment to provide reinforcements or consequences to the student.

Aggressive Behaviors - the third type of behavior is termed aggressive or "I got'cha" behaviors. Aggressive in this case is a global term referring to aggression against other people in any number of ways: 1) hitting, biting, scratching, pulling hair; 2) aggression against other people's property such as breaking windows or stealing; and finally; and 3) aggression against a behavior code which society considers essential, such as swearing, lying and cheating. In other words, aggression includes any verbal or physically hostile act toward another person or property.

Aggressive behaviors can be categorized as severe or mild. Mild aggression would include gentle pushing or verbal aggression such as swearing. The student should be socially reinforced when he is interacting with others appropriately, for instance, not pushing or swearing during those times this behavior generally occurs. When a mild aggressive behavior occurs, the rule of thumb is for the trainer to ignore it and to teach other workers also to ignore it.

Aggressive behaviors which cannot be ignored are those where a student hits and hurts another, destroys property or steals. An example might be a student hitting a coworker while sweeping. The trainer needs to intervene and say "Let me have your broom, John. You need to stand over there by the curb and think about not hitting others." When the student has calmed down sufficiently the trainer puts the student back to work and reinforces as soon as he is working appropriately by saying, "John, you are working well as a team with your coworkers. "When dealing with stealing or property destruction, the trainer must ensure that the natural consequences for these behaviors are enforced, for instance, stolen property is returned, and payment or work is required as restitution for the destroyed property. If the behavior occurs again, a formal behavior management program should be implemented immediately. Two incidents of strong physical aggression in a short period of time are sufficient to warrant formal treatment.

Self-stimulatory Behaviors - The last type of inappropriate behavior is self-stimulatory or self-destructive behavior. Self-stimulation behaviors occur in a variety of forms, most of which are socially inappropriate and which interfere with the learning environment, such as flapping hands, ringing hands, filtering light, and rocking. These behaviors are often what cause "off task" behavior.

Examples of self-destructive behaviors include head banging, hair pulling, biting lips or other parts of the body and scratching. These behaviors often occur over a period of time.

Self-stimulatory and self-abusive behaviors are generally not "attention getting" behaviors. By definition they are "self-stimulating," but are either harmful to the student, or are generally not accepted in normal situations. Therefore, ignoring their occurrence is not an effective treatment. When these behaviors occur, they need to be interrupted either verbally or physically. The student should be immediately reinforced when the behavior ceases. It is important that the student is also receiving instruction in more acceptable behavior to replace the self-stimulation. For example, if a student stops washing dishes and engages in light filtering with her fingers, the trainer needs to redirect the student by placing her hands on the dishes and saying, "Sue, you need to be stacking these dishes." The redirecting of hands to the dishes replaces the unacceptable behavior. The student should be immediately reinforced when she is stacking the dishes with, "Sue, I like the way you are working and not playing with your fingers."

If the behavior is occurring at a high frequency throughout the day, it may not be possible (or practical) to attempt to completely eliminate the behavior. Select one environment or time segment when the behavior can be treated. The treatment would include verbally or physically interrupting the behavior, directing the student back to work, and reinforcing the engagement in that task. Trainers should continue to reinforce the student in other environments when he is not demonstrating the self-stimulation or self-destructive behaviors. If any of the behaviors being handled under "rules of thumb" do not improve, a formal treatment program is necessary.

Formal Behavior Programming Techniques

Assessment of social skills occurs over time and can only be accomplished through continued observations of the student. If there is a suspicion that a student lacks a certain social skill (as assessed on the check list or required for the community job), observations should be systematic and training should begin to build that social skill or remedy the inappropriate behavior. When a number of social skills need to be taught

or inappropriate behaviors need to be remediated, it is necessary to prioritize them.

This section contains suggestions for the design of behavior programs that can be used in the remediation of inappropriate behaviors and specific treatment strategies to teach appropriate social behaviors. These strategies have been successfully used by teachers in classroom settings, parents in home settings, and vocational trainers in community job settings.

The following outlines the process of conducting formal social or behavioral programs and analyzing data collected from those programs. The format for the design of behavioral programs contains the elements to communicate behavior program strategies. This is not a fail-proof technique to deal with every problem a student will have in the community, but rather describes the skills to design a behavior program and collect data which allows immediate analysis of the success of the program and what modifications to make if needed.

Principles Behind Behavior Programming

Start programming simply and gradually increase complexity. The more complex a program, the more difficult it will be to fade the programmed consequences and return to social or natural consequences. Begin with a program based on natural consequences of the environment. Tangible consequences can always be added if consistent social responses are found ineffective with a particular student.

Obtain consistency in the individual's environment. Formal behavior intervention is, in effect, a program for the trainers who are treating the inappropriate behaviors. It is common for the student to test the program when a trainer implements a new program, since it usually represents a new response by the student. This testing results in an increase of the undesirable behavior and, at this point, most trainers will change the program or revert to their previous reaction to the behavior, thereby being inconsistent in their responses.

When to Set Up a Behavior Program

Obtain parental permission before beginning a treatment. The trainer should inform both the parent and direct supervisor of all treatment phases. The supervisor should be asked to review the treatment and determine if it is consistent with district or agency policies.

It may be necessary to start behavior programming before skill acquisition programming if the student's inappropriate behaviors interfere with instruction. Behavior programming however is generally started concurrently with other programs.

When a number of inappropriate behaviors are apparent, prioritize them. Look for a behavior which, when remediated, will improve the behavior across several environments. The most common example of this would be improving compliance. As a general rule, when a severe behavior problem other than noncompliance has been identified, noncompliance is also a major problem.

Seven Essential Steps

All formal behavior programs contain the following steps:

1. Defining the behavior
2. Baselining the behavior

3. Establishing a terminal objective
4. Designing and implementing the behavior program
5. Analyzing the data
6. Modifying the program as needed
7. Ensuring that the behavior changes endure over time

Defining the Behavior - Step #1. Define precisely the behavior identified for possible treatment. In doing so, the first consideration is to identify the environment(s) where the behavior occurs, for example, the bus, on the way to the work site, at the work site. Then, categorize the behavior into one of the four categories previously described. It is extremely important to accurately define the behavior so that all behavior changes can be noted. Define only the observable behavior and not an amorphous behavior, such as, "seems to be stubborn," "refuses to work," or "seems angry." A more defined observation might be, "won't sweep outside when it's raining," or, "gets angry when it is almost lunch time."

If possible, note all dimensions of the behavior, so that not only the frequency and the length of the behavior in the case of a self-indulgent behavior, but also the intensity of the behavior, can be ascertained. When observing a tantrum, it is best to record kicking, screaming, and lying on the ground so that if any dimension of this behavior changes, it will be noted. For example, if a student has been kicking and lying on the floor while screaming, and after some treatment he is not lying on the floor anymore, this is a change in the dimension of the behavior, and it can thus be concluded that the treatment procedures have been effective in that they have reduced the intensity of the behavior.

The importance of noting the intensity of the behavior is evident in each of the four categories of behavior. The dimensions of aggression should also be carefully noted. The student who initially pushed to get by others but who now rudely shouts, "Get the hell out of my way," is not as aggressive as he once was.

The definition of noncompliance can be quite complex. First, noncompliance can be categorized as either routine noncompliance or spontaneous noncompliance. Routine noncompliance is noncompliance to rules, routines or expected behavior. An example would include "not punching a time clock," "arriving five minutes late for work," or "waiting to be cued to go to work in spite of readily apparent work waiting to be done." Generally, routine compliance is expected to be performed in response to an environmental cue; however, trainers are frequently willing to provide cues for routine behaviors.

Spontaneous noncompliance is noncompliance which occurs when a student is asked to do something that may occur at variable times in the environment or which is not part of a personal routine. A student worker who normally washes dishes is asked to go to the dining room to bus dishes. He refuses. That refusal would be an example of spontaneous noncompliance.

Thus, definition of behavior is very important. Not only does it describe the behavior to be treated, but also the intensity of the behavior. As the behavior undergoes treatment, its frequency of length of occurrence may not decrease but the intensity may.

Baselining Behavior - Step #2. After the behavior has been identified and defined, the next step is to take baseline data. During the baseline period, no treatment conditions are in effect. This does not mean that nothing occurs during the baseline period; it means that the trainer continues doing exactly what he has been doing in dealing with the behavior.

The advantages of taking a baseline count of occurrence of the behavior are that (a) it provides data which can be compared with subsequent treatment data to measure change in the behavior and the effect of the treatment, and (b) it enables the program designer to set a realistic program objective for the behavior. (If the baseline shows a behavior is occurring 25 times a day, a program objective of "eliminating the behavior" may be unrealistic. The goal may be to reduce its occurrence to acceptable levels.)

Ideally, baseline data is taken for a period of one week, but a minimum would be three baseline observations. Some very extreme and potentially dangerous behaviors do not require a baseline because immediate intervention is necessary. This may be a very low-frequency behavior, such as setting a fire. The teacher or parent report of such an incident can constitute setting a baseline.

An example of baselining tantrum behavior measures two dimensions of that behavior: the number of tantrums over time (rate) and the duration in minutes of each tantrum (length). One example: Tantrums occurred nine times during a seven-day week for a rate of 1.28 per day. The average length of a tantrum was established by dividing the total time (in minutes) by the number of tantrums. In this case, the average length of a tantrum was 9.22 minutes.

To compute percentages of compliance, the number of compliance tallies is divided by the total number of opportunities to comply (noncompliances plus compliances). For example, the total number of compliances was 22 and the total number of compliance opportunities was 68. The percentage of compliance was 22/68 or 32 percent.

If the behavior improves during the baseline period, baseline conditions are continued and the treatment interventions are not initiated. Frequently, behavior improves when a student realizes that the trainer is observing and counting his behavior. Examples of methods to measure a behavior and guidelines for choosing a method follow.

1. Frequency: How often a behavior occurs.

   Formula: $\frac{\text{Total \# of occurrences}}{\text{Total time behavior was observed}}$

   Examples: $\frac{\text{2 tantrums}}{\text{2 hours}} = \text{1 tantrum per hour}$

   $\frac{\text{10 self-indulgent yells}}{\text{2 hours}} = \text{5 times per hour}$

2. Duration: Measurement of the length of time a behavior occurs

   Formula: $\frac{\text{Total length of all occurrences}}{\text{Total \# of occurrences}}$

   Examples: $\frac{\text{28 minutes cleaning kennels}}{\text{3 kennels}} = \text{9.33 minutes per kennel}$

   $\frac{\text{8 minutes face slapping}}{\text{4 times}} = \text{2 minutes per slapping}$

Collecting of data or measurement of a behavior can take several forms. When collecting data on a behavior it is good to take a small accurate sample of data rather than a longer but incomplete sample. Some guidelines for choosing a method of data collection are as follows:

1. For behaviors that occur frequently, it is easier for the observer to be accurate if he simply observes for a short period of time. The frequency and or duration may be measured, but for only a specified time. This yields a sample of the behavior.

2. Another form of sampling behavior is achieved with interval recording. Whether or not the behavior is occurring at specific intervals of time such as at every ten seconds may be recorded.

3. For lower frequency or readily observable behaviors, a frequency and/or a duration count may be used. The length of time observed depends on staff time available.

4. The most accurate method, of course, is to measure the behavior continuously, and across all possible dimensions.

Some recommended measurement methods for the behaviors that have been described are as follows:

1. Self-indulgent behaviors - measure the frequency and duration of the behavior. If one perceives that the intensity of a self-indulgent behavior may change, one may want to develop a scale describing the various degrees of behavior. The following scale was developed as an example:

   5. yelling, throwing things, banging against walls and furniture with hands and feet

   4. yelling, banging against the wall and furniture with hands and feet

   3. yelling, slapping the wall or door

   2. yelling

   1. two or three words of bad language

   A scale such as this allows one to compute the percentage of tantrums in each category. A scale can have as many categories as needed to describe the range of behaviors. Similar scales can be developed to show intensities of aggression, self-stimulatory behavior and compliance.

2. Noncompliant behaviors - measure the number of compliances and the number of noncompliances for spontaneous noncompliance. For routine compliance measure the number of compliances without a cue, the number with a cue, the number of noncompliances and the number of "not required."

3. Aggressive behaviors - measure frequency and/or duration of the behavior. Scaling of intensity may also be helpful. See self-indulgent behaviors.

BEHAVIOR PROGRAM COVER SHEET

Name Susie **Date Initiated** 11/2/80 **Date Terminated** _____

Program to be Conducted: Home ☐ School ☒ Both ☐

BASELINE DATA

Collection Procedure: To be sampled for two hours between 12:00 & 2:00 at the work site. Count compliances and noncompliances to spontaneous commands

Date	Data	Comments and Treatment
4/4-4/8	Average = 32% for week	Complied better for John than Mary. Commands given more than once. Trainers Nice & Patient.

PROGRAM OBJECTIVE: To increase compliance at the work site to an average of 80% for three consecutive weeks.

SYNOPSIS OF PROGRAM

Date	Weekly Total	Treatment #
4/15	39%	1
4/22	38%	1
4/29	52%	2
5/6	71%	2
5/13	74%	2

Date	Weekly Total	Treatment #

POST TREATMENT FOLLOW-UP

Date	Weekly Total	Treatment #

Date	Weekly Total	Treatment #

If Program Terminated, State Reason: _____

Figure 5. Program Data Sheet for Compliance Program for Susie

4. Self-stimulatory behavior - these are more difficult behaviors because they generally occur at a high frequency. A sample of the frequency and/or duration may be measured for a short time or observed at intervals over a slightly longer time.

If the self-stimulatory behavior occurs across a number of environments, collect baseline data for each environment in which the behavior occurs. Usually, the treatment may not be initially generalized across environments and it may be necessary to design treatments for each.

Once the decision has been made to take collect baseline data on a behavior, the first step is to fill in the Collection Procedure under Baseline Data on the Behavior Program Cover Sheet (Figure 5). This entry should include the measurement method (e.g., frequency and duration), the amount of time observed (i.e., from 12:00 a.m. - 2:00 p.m.) and location of observation at the work site). Conduct the specified baseline and record responses on the raw data sheet.

The baseline part of the Behavior Program Cover Sheet (Figure 5) may be summarized as follows:

1. Summarize the baseline data after the completion of baseline period by referring to the methods of computation previously described. (Baseline data were gathered on the form shown in Figure 6.)

2. Record the dates of the observation.

3. Record the summary of the baseline data.

4. Record any comments.

5. Record response to behavior during baseline period, that is, ignored, used time out.

6. The baseline average should be computed before designing a terminal objective or treatment. Baseline data will provide information to help determine treatment information, and specifically, schedules of reinforcement.

Establishing Terminal Objectives - Step #3. After the baseline data have been computed, the terminal objective is established for each program to be initiated. To establish a terminal objective refer to the summary of the baseline data on the Behavior Program Cover Sheet (Figure 5; two boxes at top left). A realistic terminal objective is likely to be established when the frequency, duration, or percentage of occurrence of the behavior (before treatment) is known.

If the trainee is not his or her own guardian, the parents should be consulted. It is mandatory that parents be aware of implementation of a behavior program and that they concur with the treatment. Parents are a valuable resource in the development of the behavioral program. They can help to identify reinforcers, and to establish consistency by conducting the program at home if the behavior occurs there also. Often, with older students, parents can make available a number of highly reinforcing activities not possible in the school or work situation, that is, later bed time, free time, special foods, or activities with family members. They can become part of the program by making these reinforcers available contingent upon the behaviors specified in school.

BEHAVIOR TREATMENT DATA FORM

Name Susie

Date Recording Initiated: 4/4 Date Recording Terminated: 4/8/1

BEHAVIORS	4/4	4/5	4/6	4/7	4/8			TOTAL	SUMMARY
COMPLIED with request	II	III	I	II	III			11	32%
Did NOT comply with request	IIII	IIII	IIIII	IIIII	IIIII			23	

Figure 6. Behavior Treatment Data Form

The agency's supervisor should be consulted. He or she can determine if the proposed program is in compliance with district or work site policies.

The program objective should be recorded on Behavior Program Cover Sheet under Baseline Data (Figure 5). Be sure that the following criteria are met:

1. State the program objective in positive terms if possible (e.g., increase compliance rather than decrease non-compliance).

2. State the environment where the behavior is to be treated (e.g., at the work site).

3. State the criterion for acceptable behavior (e.g., 80% compliance).

4. State a duration for which the criterion of acceptable behavior must be maintained (i.e., 80% compliance for three consecutive weeks). It should be understood that this criterion means that the behavior maintains itself over the period of time with reinforcers that occur naturally in the environment. Thus, all artificial reinforcers (token systems, etc.) must be faded before the program is considered to have met criterion.

Designing a Treatment Program - Step #4. The Behavior Program Treatment Form provides not only the record of treatments used but also provides a vehicle for communicating the treatment program to other trainers in the environment. State on the Behavior Program Treatment Form (Figure 7) exactly what the trainer's response is to be when the behavior to be increased occurs, and when the behavior to be decreased occurs. Include concise enough information so that anyone implementing the program will react in the same fashion.

The following are some guidelines for designing treatment programs:

1. Remember Principle #1 - begin with a simple program. This generally means starting with social consequences as reinforcers and punishers.

   a. It is easier for staff or parents to conduct simpler programs.

   b. Parents/surrogate parents are more accepting of this type of program.

2. Increase the strength of reinforcers for appropriate behaviors before increasing the strength of punishers for inappropriate behavior.

3. The majority of program design time will be spent in identifying reinforcers that are effective for that individual.

4. Be specific in describing the use of reinforcers and punishers.

When setting up a reinforcement schedule, it is necessary that the reinforcer for appropriate behavior be delivered more often than the average time between occurrences of the inappropriate behavior. To determine the average time between occurrences for self-stimulatory, self-indulgent and aggressive behavior, one divides the total amount of time observed by the number of occurrences. Example: An individual hits another person 9 times in 6 hours. Convert the hours to minutes (6 hours x 60 minutes = 360 minutes) and divide by 9 (1 hit approximately every 40 minutes). Deliver reinforcement once during every 30 minutes that the individual is not aggressive. It

BEHAVIOR PROGRAM TREATMENT FORM

Name Susie

BEHAVIOR TO INCREASE Compliance **BEHAVIOR TO DECREASE** Noncompliance

Treatment Number	Date	When BEHAVIOR TO INCREASE occurs, do this:	When BEHAVIOR TO DECREASE occurs do this:
1		When Susie complies, socially reinforce her.	When Susie does not comply, give her feedback indicating she did not comply and do not allow work to continue until she does. When she complies, socially reinforce her.
2		Socially reinforce and give Susie a point on her chart.	Same as above.

Figure 7. Treatment Program for Compliance for Susie

is important to "catch the individual being good." The time that the student must not engage in the behavior before being reinforced can then be gradually increased.

Analyzing the Data - Step #5. Data are gathered daily on the form shown in Figure 6. These data are analyzed weekly and are compared with the data of the previous week or the baseline period. Weekly data summaries are recorded on the Behavior Program Cover Sheet under "Synopsis of Program" (Figure 5). Record dates, weekly total and number of treatment implemented.

As a general guideline, if a program shows an improvement from the previous week, leave the treatment the same. If it shows a decline in the behavior or a plateauing of the behavior below the program objective, change one variable in the program.

Frequently (almost always!) students and trainees will initially test the program and their behavior will worsen in doing so. It is important to expect this and maintain the program during this period in spite of worsening behavior.

Figure 5 shows the data summary for the compliance program for Susie. The data computed in Figure 5 shows a 32 percent compliance rate at baseline. During the first week of the program, the compliance rate increased to 39 percent. Since compliance increased, the initial treatment program (#1) was maintained.

During the second week of the program, 4/22, the compliance rate was 38 percent. Since this constituted a slight decrease from the previous week, the trainer had to change the treatment program. That change was entered on the Behavior Program Treatment sheet (Figure 7) and was labeled Program #2. Under the heading of, "when behavior occurs, do this," the teacher entered, "Socially reinforce and give Susie a point on her chart." Points were traded for free time at the rate of one point for two minutes of free time. For noncompliance, the consequence did not change. After one week of treatment with Program #2, compliance increased to 52 percent. Compliance increased to 71 percent and 74 percent during the following two weeks while implementing Program #2 (Figure 5). Since the trainee was continually progressing toward the terminal objective, the program was not changed. If the behavior had not improved or regressed, the program would hve been modified again.

There are exceptions to the guideline that the program should be changed if there is no improvement over the previous week's behavior. For instance, the summarized data for the week may not show improvement, but when the data for each day are examined, one sees that the behavior has improved toward the end of the week. In this case, the treatment program can be maintained. Usually, this trend is observed when a new program is established. The trainee, in testing the new contingencies, shows an immediate increase in the inappropriate behavior. As the trainee realizes that the program is going to be administered in a consistent fashion, a decrease in that behavior generally occurs. The behavior most often cited in the literature for this phenomenon regards having tantrums. When tantrums are ignored, they usually increase in length and frequency before they decrease. However, the experience of the Teaching Research Parent Training Clinic in Monmouth, Oregon indicates that this phenomenon also occurs in other behaviors such as noncompliance and aggression. Therefore, the data from each day of the week should be examined to determine whether or not an improvement has occurred toward the end of the week.

There are other exceptions to the guideline for changing the program if no improvement is noted. Occasionally there will be unusual circumstances in a work site.

For instance, the vocational trainer is sick and a substitute trainer is employed. During this period the program may not be conducted as consistently as it should be and this inconsistency is reflected in the student's behavior. Another example occurs with the student who has been absent for a period of time. Behavior may be quite poor at first, and he or she should be given time (a week) to readjust to the work environment before changing the program. For those behaviors where more than one dimension (frequency, duration and intensity) are being recorded, an improvement may occur in only one of the three dimensions. In this case, as long as the behavior has improved in one dimension, the program should not be changed.

Another exception occurs when the overall data for the week have shown no improvement; however, analysis of the individual days indicates that every day but one showed an increase in appropriate behavior and a decrease in inappropriate behavior over the average data of the previous week. The weekly average therefore, was greatly changed by one very poor day.

Modifying the Program as Necessary - Step #6. This entire process of analyzing data is based on comparing the current week's data with that of the previous week. If the data indicate that the behavior has improved toward the terminal objective, the treatment is working and the program is not changed. If the data do not show improvement and the exceptions previously discussed do not apply, then the program must be changed.

When the program is to be changed, the general rule is to increase the power of the reinforcer, leaving the punisher constant until all reinforcers or schedules of reinforcement have been completely exhausted. If the behavior still does not improve, punishment programs are increased. Generally, reinforcers will be sufficient to modify the behavior without ever having to impose a punisher more severe than a verbal correction or reprimand. The student should be responding to the natural consequence of the environment before the treatment program is terminated and placed on a maintenance routine. Refer to treatment schematic for progression of reinforcers and punishers.

Maintaining Behavior Change - Step #7. After the objective for a behavior program is achieved and exaggerated reinforcers or punishers have been faded, the program is turned into a maintenance program. Fading reinforcers is accomplished by delivering them less frequently and on an intermittent schedule. The intensity of the reinforcers and punishers delivered will also be faded. During the maintenance program, the student is observed at one-month, three-month and six-month intervals. During the maintenance observation, baseline data are recorded each day for one week. If the data indicate that the behavior has maintained itself at the level specified by the terminal objective, no further action is necessary. If the data indicate that the behavior has not maintained itself and is once again unacceptable to either the parents, the teacher or supervisor, the behavior program should be reinitiated.

Summary

The procedures described above are those that we have used in a variety of settings. Other data systems, of course, could be used. The important thing to remember is that a system is necessary for gathering data, analyzing it, and structuring the program.

This chapter has summarized "Associated Work Skills" (sometimes referred to as prevocational skills). It has highlighted the importance of these skills as a central factor in success of community job placements.

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DV2

CHAPTER 6

THE VOLUNTEER

The needs of students with moderate and severe handicaps dictate the use of highly individualized programming and training in community-based work sites. The high degree of individualized training that is necessary often demands a ratio of one trainer to one student, a ratio which is not always feasible through the use of paid staff alone. Volunteers provide a viable alternative. Their recruitment, training, and skill maintenance is the subject of this chapter.

Recruitment

Recruitment as an ongoing year-round activity works best since it has been found that even with the most organized effort, volunteers rarely flock to the program's doorstep. The reality is that volunteers gradually trickle in.

The essential elements of a recruitment program are a well-designed recruitment plan and a group of individuals to coordinate the plan. The development of a recruitment plan requires the generation of a list of community resources (individuals, businesses, and groups) from which volunteers might be gleaned. Strategies for contacting potential volunteers and the delivery of information to them will vary depending on the resource. Figure 1 lists resources commonly found in communities and strategies that can be used to convey the need for volunteers.

Begin the recruitment drive by contacting resources that you anticipate will yield the most volunteers in a short amount of time. Press releases, public service announcements, flyer (Figure 2), talks to local branches of the Association for Retarded Citizens, and personal contacts are recommended as initial recruitment efforts.

With each recruitment attempt, a few people may express interest in the program. Prior to recruitment, dates must be set for training so that volunteers can be informed of these. The pattern of recruit and train, recruit and train, needs to be repeated throughout the year.

As recruitment progresses, maintain a list of resources and strategies used along with how successful each was. This list will target the most successful resources and strategies for future drives.

Training

The role of the volunteer in the vocational program is to provide monitored training and supervision of students. For this to occur, the volunteer must become familiar with the program and receive instruction in training methods. The training of volunteers can be divided into two parts, program orientation and on-the-job training.

Orientation Program

The function of an orientation program is to spell out responsibilities, duties, and program policies. The orientation also serves to make the volunteer feel welcome and part of an exciting program.

The orientation should be done in a professional manner. Organization and advanced preparation are essential. The following is a sample agenda.

STRATEGIES AND RESOURCES FOR RECRUITING VOLUNTEERS

Strategies	Resources
Public Service Announcement	-Radio stations, television stations, cable companies.
Press release, newspaper article	-City newspaper, senior citizen newspapers, local Association of Retarded Citizens newsletter, church newsletters.
Flyers	-Community bulletin boards, storefronts, restaurants, high schools, colleges, supermarkets, banks, churches, laundromats, unemployment division, Welcome Wagon (see Figure 9 for sample flyer).
Speeches	-Parent-Teacher Association, retired teachers, service clubs (Elks, Lions, Rotary, business women); church groups, weight-loss groups, local ARC chapters.
Personal contacts	-Friends, relatives, parents, previous employers.
Printed material	-Gas, telephone, and electric companies occasionally print messages on the bottom of customer statements. -Grocery sacks, book markers, restaurant placemats.
Arrange for credits to be given to high school and college students who volunteer in the program.	-Peer tutors from the high school, college students studying in education, special education, psychology. ** (see note below)

NOTE: So that our model program could be replicated in towns without colleges, college volunteers were not utilized in the Corvallis program. All volunteers were permanent residents of the town. Yet, college students, if available, are recognized as a potential source of volunteers.

Figure 1. Resources and Strategies for Recruiting Volunteers.

VOCATIONAL EDUCATION

Corvallis School District 509 J

Franklin School
750 N.W. 18th
Corvallis, Oregon 97330

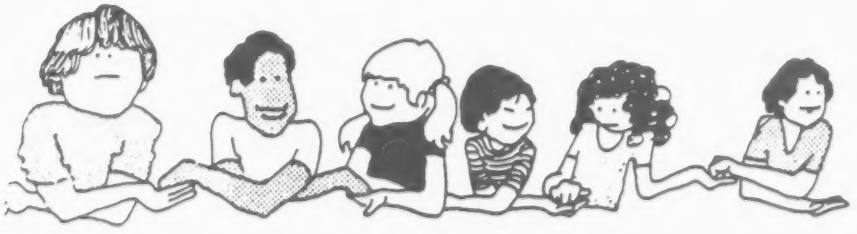
WE NEED YOU!!

....to train secondary special needs students during their work experience. Our office works with students who are handicapped or disadvantaged (grades 7-12), in various in-school and community placements. Placements include clerical, custodial, kitchen and restaurant help, child care, and many, many others. Businesses participating in our program are: Fred Meyer, O.S.U., Anthony's, Town House Inn, Bressler's, Albertson's, Cirello's, Art Center. Beaver Plumbing, Boys and Girls Club, North's Chuckwagon, Auntie Pasto's, Anderson's Sporting Goods, Benton Co. Fairgrounds, City of Corvallis, ARK Animal Hospital, Burger King, Pepsi Cola, Home Federal Savings, and others.

VOLUNTEER FOR OUR PROGRAM!!

VOLUNTEERS ARE NEEDED TO HELP MAKE OUR PROGRAM SUCCESSFUL. YOU WILL:

- RECEIVE TRAINING BY OUR PROGRAM STAFF.
- GET TO KNOW SOME VERY SPECIAL YOUTH.
- MEET COMMUNITY BUSINESS PEOPLE.
- HAVE THE SATISFACTION OF KNOWING THAT YOU ARE HELPING YOUNG PEOPLE GAIN SELF-CONFIDENCE AND INDEPENDENCE AS WELL AS VALUABLE WORK EXPERIENCE TO PREPARE THEM FOR THE WORK WORLD.



Our hours are 8:00 - 4:30, Monday through Friday. Volunteers are needed any time during the week. Whether you can give 1 hour each day, 3 hours per week, or odd hours, we can use you!!

We're looking forward to knowing you. Please contact our office at 757-5899 for more information.

VocEdVocEdVocEdVocEdVocEdVocEdVocEdVocEdVocEdVocEdVocEdVocEdVocEdVocEdVocEdVocEdVocEd

9/84

Figure 2. Sample Recruitment Flyer

Sign-in. An important administrative objective of the orientation meeting is to obtain volunteer names and numbers. This is accomplished by having volunteers sign-in on individual index cards.

Staff and Volunteer Introduction. People naturally feel uneasy when entering a new situation, and volunteers are no exception. The effort should be made to help volunteers feel comfortable. Staff should introduce themselves and try to establish a rapport with the volunteers. A welcome by an administrator or vocational coordinator is also a way to show that the time the volunteer is donating is meaningful to the district and very important to the students and vocational education program. After these introductions, volunteers are asked to introduce themselves to the group.

Program Overview. A brief explanation of the objectives and philosophy of the program is presented. Understanding the "hows" and "whys" of the program gives meaning to the volunteers' work.

Volunteer Program Overview. Before discussing the specific duties of the volunteer, the importance of the role of the volunteer in the vocational program should be discussed. See Figure 3 for a sample handout.

Job Description Review. The job description is a very useful item for both the volunteer and the staff trainer. For the volunteer, it delineates responsibilities and duties and serves as a guide throughout involvement with the program. Should problems occur later, the staff trainer and volunteer can refer to the job description for clarification of volunteer responsibilities. See Figure 4 for a sample job description.

Program Policies. The problems that occur with volunteers usually result from lack of understanding of policies and guidelines. Figure 5 provides an example of program policies.

Slide Show. It is helpful and enjoyable for the volunteer to see slides of students at work sites. These illustrate the vocational education program and the role of the volunteer and can be used to prompt questions which may further clarify the volunteer's responsibilities. A photo album containing pictures of students at work sites is an equally valuable visual aid.

Volunteer Skills and Interests. In order to optimize the talents of the volunteer, it is important to find out what his/her skills and interests are. This can be done verbally in a small meeting, or on an individual basis, or may be accomplished with the use of a written questionnaire.

Questions and Answers. To conclude the orientation, time should be allowed for volunteers to ask additional questions. This is a natural time to reinforce material that has been covered.

Time and Days. Make sure that volunteers write specific days and times they are available on index cards.

Orientation Evaluation. Ask the volunteers for feedback on the orientation. From the information received the orientation can be refined and improved. See Figure 6 for a sample evaluation form.

Refreshments. Utilize this time for casual conversation to socially reinforce the volunteers for their commitment, to begin to establish rapport with them, and to help

DESCRIPTION OF THE VOLUNTEER PROGRAM

Corvallis School District's
Vocational Education for Special Needs Volunteer Trainer Program

The Vocational Education for Special Needs program utilizes volunteers in the training and supervision of students with handicaps in their community-based jobs. Through the use of volunteers, we are able to serve a greater number of students, and provide a range of community experiences.

Volunteers receive on-the-job training in behavior management, data-based prescriptive programming, data assessment, correction procedures, and terminology related to the training. At the work site, trainers are responsible for the training and supervision of volunteers. As the volunteer becomes familiar with the job site, student, and teaching procedures, they assume more training responsibility. Volunteers are closely monitored once they are independently training the student.

The time commitment involved in volunteering ranges from one hour to 8 hours per week. Volunteers are scheduled to work with the same student each week at a prearranged time.

Figure 3. Handout Providing Brief Description of the Volunteer Program

JOB DESCRIPTION

TITLE:	Volunteer Vocational Trainer
SUPERVISOR:	Work site trainer
RESPONSIBILITIES:	Train job skills in community-based work sites
DUTIES:	- Train skills using data-based programs - Record data - Provide positive work environment for the student - Design programs - Provide pertinent information to the trainer - Maintain professional image with community businesses
TRAINING PROVIDED:	1. Orientation to programs, methods, goals, work site and student on a 1:1 basis with work site trainer. 2. Ongoing weekly feedback and instruction from work site trainer. 3. Group workshops designed to teach advanced skills. Training includes the use of video tapes, reading material, role play sessions, and group discussions.
BENEFITS:	- Gain skills in data-based prescriptive programming - Gain experience in working with students who have special needs - Have the opportunity to meet community business members by working with students in various placements - Be involved in a community school district program - Receive a letter of recommendation for working as a volunteer trainer.

Figure 4. Volunteer Job Description

VOCATIONAL EDUCATION FOR SPECIAL NEEDS POLICIES

ATTENDANCE:	Your regular attendance is necessary for the student's success.
ABSENCE:	If you must be absent please call the Vocational office as early as possible at 757-5899 and leave a message. When necessary, call the trainer at home.
CONFIDENTIALITY:	It may be necessary to discuss some student problems with the trainer. Information about students must be held in strict confidence. Be professional. Do not discuss students or their problems with anyone but their trainer. Do not talk about parents, school staff or employers with anyone but vocational education staff.
PROBLEMS:	If you have work-related problems of any kind, please let the trainer or vocational coordinator know as soon as possible.
PROFESSIONALISM:	Volunteers will be closely monitored and be expected to conduct themselves in a humane and professional manner. Should concerns arise, trainers will give immediate feedback and address the issue accordingly.

Figure 5. Sample of School District Policies for Volunteers

EVALUATION OF VOLUNTEER ORIENTATION

What was the most useful part of this orientation for you?

What was the least useful part of this orientation for you?

Was information presented clearly?

Additional comments:

Figure 6. Orientation Evaluation Form

them to feel like important members of the team.

From the information gathered at the orientation the volunteer can be matched with the job site, student, and trainer who will supervise the volunteer. The second phase of training takes place at this point.

On-the-Job Training

A majority of the training that the volunteer receives takes place on the job site where the staff trainer can give one-to-one instruction on data keeping, cuing, and delivering consequences. It is important for trainers to keep in mind that the process of training a volunteer toward independence takes time. For many volunteers, it is their first experience with a person who has a handicap. Individualize the training to base it on the volunteer's previous experience and rate of comprehension. Try not to present the material so quickly that the volunteer becomes overwhelmed and frustrated. A volunteer with previous experience will be able to pick up the training process much faster than one with no experience.

The first time the volunteer comes to the work site, introduce him or her to the employer, employees, and the student. The training the volunteer receives the first day includes the following:

1. Orientation to the work site environment and the business practices.
2. Description of the student (i.e., any problem behaviors, physical limitations, particular learning styles, etc.).
3. Introduction to the clipboard (the programs being worked on and where they are located).
4. Instruction on correction procedures.
5. Explanation of one program.
6. Explanation on data-keeping procedures for that program.
7. Demonstration of how the trainer works with the student on the program.
8. Practice at working with the student.
9. Observation and feedback.

Keep instructions simple. More detailed information can be given when the volunteer has mastered the basic elements of training.

Volunteers will often need to learn several programs. These can be introduced on succeeding days, following the same process as described above in steps 5-9.

Observation

An observation form can assist the trainer in measuring the volunteer's performance (Figure 7). The form allows the instructor to collect objective data on the volunteer's use of cues and consequences. Observations may be made on a daily basis when the volunteer begins working with the student. Feedback is then provided

CUES AND CONSEQUENCES OBSERVATION FORM

Name: _____ Date: _____ Observer: _____

1.	2.	3.	4.	5.	6.
+ Consequences	- Negative	Direct	+	Physical Assist	+

Criteria:

% of consequences delivered correctly = $\frac{\text{\# of consequences correct}}{\text{total \# of consequences (correct or incorrect)}}$ _____ % 90%

% of cues delivered correctly = $\frac{\text{\# of cues correct}}{\text{total \# of cues (correct or incorrect)}}$ _____ % 90%

Ratio of +:- = $\frac{\text{positive consequences}}{\text{negative consequences}}$ _____ : 4:1 +:-

* Consequences: Reinforcement positive or negative. Direct cues and P.A. are interpreted as negative

Figure 7. Volunteer Observation Form

to the volunteer after each observation. In this way the staff trainer can pinpoint those areas in which the volunteer needs to improve.

The columns on the form follow the same reinforcer and correction procedures used in the training of students. A definition for each column follows:

1. Consequences +: Positive reinforcement given for correct performance of a task.

2. Negative -: Each time a student is corrected or told that he made an error.

3. Direct: Verbal or gestural cue given to the student to correct an error.

4. +: Positive reinforcement given to the student if the error is corrected.

5. Physical assist: Assistance given to the student when an error is not corrected from the direct cue.

6. +: Positive reinforcement given to the student when an error is corrected with physical assistance.

When making an observation, data are recorded with used of slash marks(////) to indicate appropriate delivery of cues and consequences, or zeroes (0000) to indicate inappropriate or missed cues and consequences.

Before making the observation, the name of the volunteer, the date, and the name of the person taking the observation are filled out at the top of the form (Figure 7). Once this is completed, data taking begins.

When the student is correctly performing a task, he/she should be receiving positive reinforcement from the volunteer. Each time the student receives reinforcement, a slash mark is recorded in the first column, consequences +. If the volunteer misses an opportunity to reinforce a 0 is recorded. When the student makes an error, the volunteer begins the correction procedure which should include some form of negative feedback followed by the delivery of a direct cue. For the negative feedback which the student received, a slash mark is recorded in column 2. If the direct cue is given, a slash mark is recorded in column 3. If the direct cue is not given, a 0 is recorded in column 3.

If the student corrects the error following the direct cue, mild reinforcement is given and a slash mark is recorded in the fourth column. If the volunteer fails to give the reinforcement, a 0 is recorded in the fourth column.

If the student does not make the correction, reinforcement is not given and the volunteer physically assists the student. If done correctly, a slash is recorded in column 5. If not done correctly, a 0 is recorded. After the assist, mild reinforcement is given to the student. If done correctly, a slash is recorded in column 6. If reinforcement is not delivered, a 0 is recorded.

The student may receive corrections or negative feedback. Each time that occurs, a slash mark should be recorded in column 2.

Learning to use the form and becoming accustomed to the various columns will take time and practice. It is recommended that, after studying the explanations, staff

practice taking observations on one another.

For each observation, percentages of correct cue and consequence delivery, and the ratio of positive to negative reinforcement are calculated. The following formulas are used to make the necessary calculations:

1. Percent of consequences delivered correctly =

$$\frac{\text{\# of consequences correct (add slash marks in columns 1,4 \& 6}}{\text{total \# of consequences (correct and incorrect) (add slash marks and zero's in columns 1,4 \& 6}}$$

2. Percent of cues delivered correctly =

$$\frac{\text{\# of cues correct (add slash marks in columns 3 \& 5}}{\text{total \# of cues (add slash marks and zeroes in columns 3 \& 5)}}$$

3. Ratio of +:- =

$$\frac{\text{Positive consequences (add slash marks in columns 1,4 \& 6}}{\text{Negative consequences (add slash marks in column 2}}$$

Each of these formulas is on the bottom of the observation form. Criterion is set at 90 percent appropriate delivery of cues and consequences. Criterion for the positive to negative ratio is three or more positives to one negative. These criteria have been chosen based on long experience in classroom settings and ensure consistency in instruction and a positive instructional environment.

When giving feedback to the volunteer the effort is made to keep it positive. Three or four positive performance areas should be pointed out and one area suggested to focus on for improvements.

After criterion has been met, the trainer will want to give the volunteer more training responsibility. The volunteer eventually moves into the role of the trainer and paid staff fade out of direct training. When the volunteer first starts working independently with the student, monitoring should occur on a daily basis. As the volunteer becomes more experienced the number of visits for monitoring will decrease. The experienced volunteer should have weekly contact with the staff and should be observed monthly.

In order to maintain a communication link with the volunteer on a daily basis, each clipboard contains a "trainer feedback" form (Figure 8). After each training session, the volunteer puts his/her initials and the date in the left hand column. Comments, notes, and ideas are written in the right hand column. This system of communication works well for both the trainer and the volunteer.

Skill Maintenance

Maintaining the skills of the volunteers is an ongoing process. Subsequent training with volunteers may involve provision of reading material on relevant issues such as behavior modification; teaching new skills such as in writing and updating programs;

TRAINER FEEDBACK

Date/Staff	COMMENTS

Figure 8. Trainer Feedback Form

showing a film pertaining to students with handicaps; working to improve a specific skill; or facilitating visitations to other work sites to observe difference students, trainers and/or volunteers.

A skill maintenance program expands the volunteer's knowledge and raises his/her level of competence. Volunteers who feel unchallenged are very likely to leave the program. Every effort should be made to give volunteers duties and knowledge that correspond to their interests and skill levels. This may include moving a highly skilled volunteer to a more challenging student and/or increasing his/her responsibilities. The volunteer who is growing will feel much more satisfied with his/her work and participation in the program.

Appreciation

Regular efforts should be made to formally and informally express appreciation to the volunteers for their efforts. Formal appreciation can take the form of a thank you letter, a certificate of appreciation (see Figure 9), or a recognition event for all the volunteers. Informal appreciation is usually in the form of praise from the trainer. When a volunteer feels like an important member of the vocational education team, his or her participation is more likely to be long lived and reliable.

Summary

When training students who have moderate and severe handicaps in community-based work sites, the use of volunteers provides an alternative and supplement to use of paid staff. Recruitment of volunteers is an ongoing process which requires a plan for contacting various community resources from which volunteers might be gleaned. Volunteer training includes both a formal group orientation to the program as well as individualized on-the-job training. Once the volunteer has met certain criteria as established by the use of an observation form, he/she begins to move into the role of the trainer. Staff continue to actively monitor the volunteer, gradually decreasing monitoring time. The volunteer should be provided with ongoing training to keep him/her actively involved and challenged with subsequent placements based on the volunteer's skills and interest. The volunteer should be regularly recognized and honored to reinforce his or her involvement in the vocational education program.

Certificate
Of
Appreciation

From Corvallis School District 509J

To

VINCENT WOLESLAGLE, VOLUNTEER

For participating in the vocational training of special needs students during the 1984-1985 school year

Tyler Rhoa
Student

Cameron Covey
Coordinator

Angela R. Schwiordt
Trainer

Figure 9. Sample of Certificate of Appreciation

CHAPTER 7

A RECORD-KEEPING SYSTEM

Overview

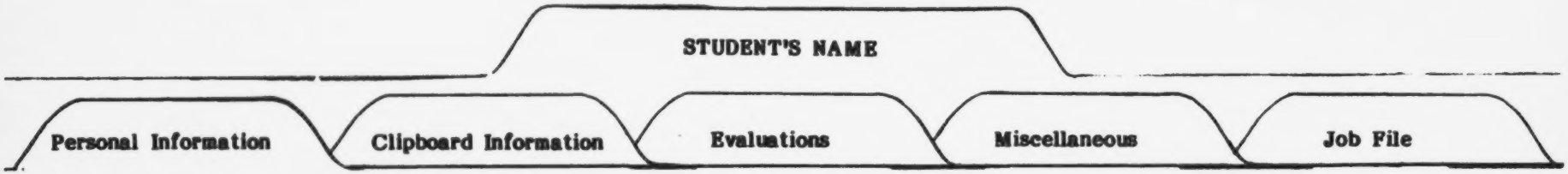
This chapter describes a record-keeping system that requires minimal daily maintenance and is easily taught to volunteers. Records are important for many reasons. They help to track student progress and attendance; evaluate and plan training programs; provide the student with a comprehensive work experience record; justify staff time and program budget; document formal and informal agreements; provide continuity between school years and staff changes; facilitate communication between staff and volunteers; and provide a directory of information.

Comprehensive records are also important in recording contacts with parents and teachers, as well as any unusual incidences which may occur during work experience. Informal agreements and form contracts between student, teacher, parent, vocational education, and/or employer are also recorded.

A main file is established for each student when a Request for Vocational Services referral form is received by the vocational education coordinator. Student files are kept in a secure file cabinet since, as with all student files, confidentiality and accountability are essential. Each student's main file is divided into five subfiles. Those five subfiles, as well as the records contained in each subfile, are outlined below. (Figure 1 diagrams a student file.)

1. Student Personal Data
    a. Request for Vocational Services (including Student Data Card)
    b. Individual Education Plan
    c. Student Interview Form
2. Clipboard Information
    a. Work Site Coversheet
    b. Trainer Feedback
    c. Job Description
    d. Total-Task Forms
    e. Behavior Programs
3. Evaluations
    a. Progress Report
    b. Supervisor Evaluation
4. Miscellaneous Material
5. Job File
    a. Job Record
    b. Letters of Recommendation

As records are compiled they are placed in the student's main file. Separate data on each student are accumulated in two places simultaneously, the clipboard and



File includes:

- Request for Voc Services
- Individual Education Plan
- Student Interview

File includes clipboard information stapled together:

- Worksite Cover Sheet
- Trainer Feedback
- Job Description
- Total Task
- Behavior Programs

File includes:

- Progress Reports
- Supervisor Evaluations

May include any of the following:

- Testing Results
- Voc Related Reports
- Correspondence
- Permission Slips
- Photo Release
- Additional Information on Student

File includes:

- Job Record
- Letters of Recommendation

100

This figure illustrates the student's main file. Files are kept alphabetically in a secure filing cabinet in the Vocational Education office.

Figure 1. Diagram of Student Main File

the main student file. Clipboard records are established for each work site and are used primarily for training at the work site. When the work placement is terminated, or the clipboard record is no longer useful in the field, it is deposited in the permanent main file.

Student Personal Data

Request for Vocational Services. The Request for Vocational Services form (Figure 2), completed by the student's teacher or counselor, is used to identify the student as a vocational education client. Information from this form will serve to establish a permanent main file on the student and provide information for the student data card file.

The top section of the Request for Vocational Services form includes personal information about the student, such as name, school, graduating date, date of birth, social security number, parent information, address, and phone numbers. The referring individual notes the reason for the vocational request and includes additional comments and suggestions for possible vocational placement. On the bottom half of the form, the student is rated from poor to excellent in six areas. These areas include Attitude, Social Skills, Personal Hygiene, Manual Dexterity, Academic Level and Communication Skills. The referral form is reviewed by the vocational coordinator and placed in the Student Personal Data section after the student's main file has been established.

Information from the Request for Vocational Services form is used to complete a student data card (Figure 3). This is filed in a separate card file which contains cards for all students in the vocational education program, with their personal information and class schedules. It is a quick reference, used almost daily by trainers needing information for mailing progress reports, setting up bus transportation, establishing clipboards, or various other tasks. This file is established so that vocational staff does not have to locate a particular clipboard or pull a student's main file for information that is frequently needed. This card file may seem redundant, but it is a useful reference tool.

Individual Education Plan. It is important to keep the Individual Education Plan (I.E.P.) in the student's permanent file as a record of the vocational goals set for the student. Specific vocational components cited in the IEP may be recorded on the clipboard cover sheet to remind the trainer of the objectives set for the student's current work experience.

Student Interview Form. The Student Interview/Observation form (Figure 4), placed in the Personal section of the student's main file, is an assessment tool used before placing a student on the job. It is a record of student preferences and abilities as obtained by interview or observation by the vocational trainer. It is also a handy reference when a new trainer begins to work with the student.

Clipboard Information

A clipboard is the preferred method for carrying all information regarding the student, work site, and training strategies that might be needed in the field by the trainer or volunteer. Information on the clipboard is specific to the current work placement for the student. When the placement is terminated or the clipboard record is no longer useful in the field, records are deposited in the student's permanent main file. The following is a description of the clipboard forms which will enable the trainer to maintain all essential information in the field.

REQUEST FOR VOCATIONAL SERVICES

STUDENT NAME: Michael A. Cary SCHOOL: CVHS CLASS OF: 1989 (year)

BIRTHDATE: 1-15-70 SOCIAL SECURITY #: 542-92-7375 SEX: M

HOME ADDRESS: 1000 N.W. 33rd. Street PHONE: 754-0126

PARENTS' NAME: Father George Mother: Georgia WORK #: 752-8111

CONTACT INSTRUCTOR: John Crampton COUNSELOR: L. Brodie

REQUEST INITIATED BY: ____ Parent ____ Student X LRC/DD Instr. ____ Counselor ____ Administrator ____ Other

REASON FOR REQUEST: X Vocationally Oriented ____ Irregular Attendance ____ Low performance in academic areas ____ IVEP Development ____ Inappropriate behaviors

DESCRIBE ACTION ALREADY TAKEN: has had some experience working in the school cafeteria

ANTICIPATED OUTCOME: X Specific Vocational Training ____ Interviewing Skills ____ Associated Work Attitudes ____ Career Information ____ Summer Work Experience ____ Other

PARENT(S) CONTACTED: X NO ____ YES DATE: ____ will be at I.E.P

OTHER PERTINENT INFO. FOR VOC. SERVICES (include strong points or interests): loves kitchen work. Interested in custodial-type tasks. Likes to sweep!

The above named student, is in my professional judgement, performing at level indicated in the following areas: Provide examples where possible.

	Poor	Fair	Good	Excellent
1. Attitude - Overall attitude toward school, adults, peers. Comments: likes to be at school. wants to work.				X
2. Social skills - Ability to get along with peers, adults. Participation in social activitities - clubs, sports. Comments: gets along with others. participates when asked.			*	
3. Personal Hygiene - Overall general appearance, personal grooming. Comments: needs to keep hair combed			*	
4. Manual Dexterity - Coordination, ability to work with hands. Comments: gross motor skills good fine motor skills fair		X	X	
5. Reading/Writing Skills - Ability to express ideas in writing and ability to read and comprehend.	X			
6. Verbal Communication Skills - Orally expresses ideas and opinions. Comments: needs to initiate conversation			*	

COMPLETED BY: John Crampton (Signature) DATE: 9-8-85

Keep one copy. Send white copy to Voc. Ed. distribute other copies to: Counselor, LRC/DD Instr., Advisor.

Figure 2. Sample Request for Vocational Services

STUDENT DATA CARD

Student Name: Michael A. Cary School: CVHS Class of: 1989

D.O.B. 1-15-70 S.S. # 542-92-7375 Contact Teacher: John Crampton

Address: 1000 NW 33rd Street, Corvallis Home Phone: 754-0126

Parent Names: George and Georgia Cary Work/Message Phone: 752-8111

Comments: Has had experience in CV cafeteria.

SCHOOL YEAR ____

1st semester			2nd semester		
Per.	Class	Teacher/Rm	Per.	Class	Teacher/Rm
1	DD room	John	1		
2			2		
3			3		
4	P.E.		4		
5	Work Exp.	Voc. Ed.	5		
6			6		
7	DD room	John	7		

(over)

Student Name: Michael Cary

SCHOOL YEAR: 1986-87

Per.	1st Semester	Teacher/Rm.	Per.	2nd Semester	Teacher/Rm.
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		

SCHOOL YEAR: ____

Per.	1st Semester	Teacher/Rm.	Per.	2nd Semester	Teacher/Rm.
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		

SCHOOL YEAR: ____

Per.	1st Semester	Teacher/Rm.	Per.	2nd Semester	Teacher/Rm.
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		

Figure 3. Student Data Card - Front and Back

Date: 9-18-85

STUDENT INTERVIEW / OBSERVATION

Student Name Mike Cary School CVHS Program DD

School Counselor John Crampton SS # 542-92-7375 D.O.B. 1-15-70

Does student have a work permit? _____ YES X NO

School Schedule:

1 DD room
2
3
4 P.E.
5 DD room (open for lunch)
6
7 DD room

After School Activities: none

Favorite Classes/Activities: Enjoys P.E. and music.

School/Work Dislikes: does not like math.

Any Physical Barriers: No

Hobbies/Interests/Other Skills: likes T.V. and enjoys sports (going to school games, etc.)

Previous Job Experience	Comments (duties, salary, length of time, etc.)
1. worked in CV cafeteria 84-85	loading dishwasher. Earned lunch. one semester.
2. worked on summer boards Maint. crew.	liked raking, sweeping + weeding. Likes to be outside.
3.	
4.	

What type of job(s) is the student interested in? Rate preferences 1-4

___ Art/Graphics/Photo	___ Custodial	___ Office/Clerical
___ Health Care	1 Grounds Maintenance	___ Manufacturing
___ Hotel Support Services	3 Farm Work	2 Working with Animals
___ Auto Body/Mechanics	4 Construction	___ Working with Children
___ Working with Computers	___ Restaurant Work	___ Retail
___ Other _____		

Is the student willing/able to work during the school day? Yes, prefer 5+6 periods

Is the student willing/able to work after school? yes, but prefers during school

Is the student willing to work as a volunteer? yes, may need a reinforcer

What are the transportation possibilities for work? School bus. Parents can pick up if after school job.

TRAINER COMMENTS ON: (Include positives, barriers, and things to work on)

Grooming Habits
Dresses appropriately for most jobs. He is working on a hair combing program at school.

Communication Skills:
Can verbalize. Can understand complex sentences, however needs one instruction/question at a time.

Social Behaviors and Attitudes:
Seems to have a good work attitude. Gets along well with peers but sometimes tells "stories" for attention.

Additional Comments:

Figure 4. Sample Student Interview/Observation Form

Work Site Cover Sheet (Figure 5). Pertinent personal information about the student is written in the upper left section. This information will serve as a directory when verbal and written contacts are necessary with parent and teacher. The emergency phone number should be a parent work phone, or the number of another responsible relative or neighbor that can be contacted during the time of the student's work experience. Relevant vocational components of the student's Individualized Education Plan (I.E.P.) are included as a reference for the trainer when planning specific training programs.

Frequently used information about the work site and supervisor is recorded in the upper right corner. The name of any alternate supervisors and/or additional phone numbers that may be useful, such as the supervisor's home phone, may be noted.

Transportation arrangements are also included on the form. If transportation is on a school or city bus, the phone number of the bus company will be useful, as well as arrival and departure locations and times.

The primary goal(s) for the student at the particular work site is established on the cover sheet. Examples of this goal could be to improve associated work skills, to gain competence in a particular task, or to increase work speed. The primary goal(s) for the work site is sometimes the same as the relevant I.E.P. goal(s). All information on the top section of the cover sheet is entered before the student begins working at the site, with the exception of "Ending date" and "Total time worked."

The daily diary portion of this form is used to track direct and indirect trainer time. Dates are filled in on the left side of the page to provide a calendar. Trainer time information is filled in each day as it occurs. As illustrated by the key at the bottom right-hand corner of the form, direct training time is spent with the student at the work site. Direct training time can occur, however, in the classroom or other location. Indirect training time is time spent writing evaluations, setting up clipboards, writing total-task and behavior programs, contacting parents or teachers, attending I.E.P. meetings, traveling to and from the work site, learning the job before the student starts working, and so on. Information about the amount of indirect training time is especially useful when planning (personnel) needs. It helps document the true amount of services delivered to each student. Also in the daily diary portion, daily notations can be made such as "A B," which indicates the student was "absent," "I," which indicates an "inservice day," or "H," which denotes a "holiday." This provides information at a glance concerning student attendance at the work site.

Additional comments and instructions are noted at the bottom of the work site cover sheet. These comments include any other general information which the trainer or volunteer might need at the work site. For instance, expressive and receptive language skills may be included here when appropriate, or any health problems the student may have that could affect job performance.

Trainer Feedback (Figure 6). This record serves as a diary and also a communication tool between trainer and volunteer. Contacts with parents and teachers are recorded here, as well as any other anecdotal information. This can be an extremely important record, primarily as a record of conversations, agreements, and incidences, documentation of which might be important in the future. The date and writer's initials are written in the left column next to each entry. A trainer or volunteer can use this sheet to write a general description of the day's training. The trainer can use the feedback form for reminders or other instructions to the volunteer. The volunteer can also use this form to communicate questions or comments to the trainer.

WORKSITE COVER SHEET

VOCATIONAL EDUCATION

757-5899

Student Name: KATHY JONES

Worksite: CREIGO'S PIZZA

Address: 2715 KNOB HILL, CORVALLIS

Address: 3400 E. 9TH ST., CORVALLIS

Teacher/School/Phone: READER - 757-6424 CVHS

Supervisor/Phone: Nancy Wilson 754-9141

Parent Name(s): RHONDA + JEFF JONES

Alt. Supervisor/Phone: Tom (wednesdays)

Home Phone: 783-9264 Emerg.#: 754-2942 Father: work

Transportation: School + City busses 754-7525

Expressive/Receptive Language Skills: understands directions: 1 or 2 at time. Expressive skills good.

Worksite Goals/Objectives: Approp. voice volume, riding city bus, work exploration

Starting Date: March 11, 1985 Ending Date: June 6, 1985 Total Time Worked: 13 weeks

Week Of	Mon.	Tues.	Wed.	Thurs.	Fri.	Total Time	Comments
March 4-8	30	15	30	60	90	30/240 = 270	
March 11-15	105/30		105		105/20	315/70 = 385	
March 18-22	105/15		105		105/15	315/45 = 360	
March 25-29	H	H	H	H	H	—	SPRING VACATION
April 1-5	105/45		105		I	210/60 = 270	
April 8-12	105/15		AB		AB	105/15 = 120	
April 15-19	105/15		95/15		95/20	295/50 = 345	
April 22-26	105/15		90/15		90/15	285/45 = 330	
April 29-May 3	I		105/45		90/15	195/60 = 255	
May 6-10	AB		100/25		90/15	190/40 = 230	
May 13-17	80/15		80/15		70/15	230/45 = 275	
May 20-24	70/15		70/15	60	60/15	200/105 = 305	5/23 I.E.P. MEETING
May 27-31	H		60/15		60/45	120/60 = 180	
June 3-7	60/15		105/90		I	165/105 = 270	
			TOTAL DIRECT TRAINING =			2655	2:30 School bus pick up in front of school.
			TOTAL INDIRECT TRAINING =			940	2:35 School bus drop off at Creigo's
						3595 = 60 hrs.	4:00 Catch City bus in front of Creigo's
							4:30 Arrive Home

Total Trainer Time: 60 HRS

RECORD TIME IN MINUTES
☒ = Direct trainer time
/ = Indirect trainer time

Figure 5. Sample Work Site Cover Sheet

TRAINER FEEDBACK

DATE & INITIALS	COMMENTS
3/4/85 CP	I talked with Kathy's parents about working at Ciego's Pizza. They were very enthusiastic. They thought it would be fine for Kathy to work after regular school hours.
3/5/85 CP	I talked to Kathy's teacher about the work site and work times. She agreed to the afternoon, but does not want Kathy to miss school on Tuesdays and Thursdays due to an academic program conflict. I arranged to meet with Kathy tomorrow.
3/6/85 CP	The employer said a MWF schedule would be fine. Kathy will start work on Monday, March 11th. I arranged bus transportation on the school bus. They will pick her up in front of her school at 2:30 and drop her off at Ciego's at 2:35. She will catch the city bus in front of Ciego's at 4:00 and arrive home at 4:20. I notified parents and teacher of starting date and transportation arrangements.
3/7/85 CP	Nancy, the employer, taught me how to re-stock the salad bar. She stressed personal hygiene, but is not too concerned about Kathy's work speed as long as everything gets finished; so I may have to assist in the beginning until Kathy can work quickly. It takes the present employee 50-55 minutes to complete the re-stocking.
3/11/85 CP	All employees were helpful and friendly to Kathy on her first day of work. Kathy was able to finish everything but the salad dressings.
3/18/85 CP	Kathy spilled some sliced mushrooms in the walk-in cooler. I let Nancy know. She didn't seem upset at all. She said it happens to all food service workers at one time or another.
3/20/85 CP	Nancy gave Kathy a gift certificate for a large pizza for her birthday. I let Kathy's teacher know so she could help Kathy write a "thank you" note in class. I reminded Nancy that Kathy won't be working next week due to Spring vacation.
3/22/85 CP	Kathy missed the city bus, so she called her mother who came and picked her up.
4/1/85 CP	Nancy said she really enjoys Kathy. She said she thinks she's learning a lot from Kathy and appreciates her work.

Figure 6. Sample Trainer Feedback

Job Description (Figures 7 and 8). This is a precise description of the task to be performed by the student at the work site, written by the trainer after he/she has learned the job. It serves as a handy reference to the job's specifications for the trainer and volunteer. The job description is also helpful when developing the total task data form and job record. A job description does not need to be written for each student, but rather for each job. Therefore, if the same work site is used simultaneously or consecutively by different students, the same job description can be photocopied and used on each student's clipboard. To complete the form, fill in the name of each separate task in the left column, and detail the task in the right column. Any concerns or comments of the employer should be included. It is especially helpful to have the employer review the job description for accuracy and completeness. This is a valuable doublecheck to ensure that the trainer understands the tasks and the employer's expectations.

A separate file with copies of all job descriptions can be established in the vocational education office to provide a collection and description of all work sites in the vocational program.

Total-Task (see Chapter 4 for example). The program cover sheets and total-task data sheets, the heart of the training program, are also carried on the clipboard so that data can be entered at the work site. Examples of these forms are on pages ____. See Chapter 4 for a complete description. As total-task programs are completed, they can be placed directly into the student file in the office or kept on the clipboard as a comprehensive record of training done on the site. These data are often helpful for the volunteer to have in the field as a reference to skills previously mastered by the student.

Behavior Programs (see Chapter 5 for example). Behavior program cover sheets, behavior program treatment forms, and behavior treatment data forms are kept on the clipboard to provide program guidance at the work site, and for recording behavioral information as it occurs. Examples of these forms are on pages ____. See Chapter 5 for a complete description. These can also be kept on the clipboard when completed or placed in the student file in the office.

Summary. The clipboard is, in itself, a portable, organized, comprehensive record-keeping system. The clipboard information, consisting of the forms mentioned above, serves as a directory of information needed in the field, helps to ensure consistent task training and behavior treatment, facilitates efficient data keeping and program planning, documents all pertinent information, and serves as a communication tool between trainer and volunteer.

Evaluations

An evaluation is completed once a month for each student participating in the vocational education program. There are two evaluation forms: (a) a progress report which is completed monthly by the vocational trainer, and (b) a supervisor evaluation which is completed every two or three months by the employer.

Progress Report (Figure 9). The progress reports summarize student progress and are a visual tool to help the student understand how s/he is performing on the job. Depending on the student's level of comprehension, the trainer may or may not discuss the evaluation with the student. It is a good idea to check with the employer before completing the progress report to see if their perceptions are the same. The progress report is routed to inform those who are involved with the student's work placement.

JOB DESCRIPTION

Job Title: Beauty Shop Aide

Job Location: V's Beauty Bar

Time/Days: Mon.-Fri. 3:30-4:30

TASK	TASK INSTRUCTIONS
Arriving	Student arrives on time and puts belongings away. Student gives appropriate hello to supervisor and starts work routine.
Clean Brushes	a. Pick up brush buckets from each beauty station. b. Clean hair from all brushes using a comb, discarding the hair into a trash can. c. Soak combs and brushes in 1/2 cup soap and water, for at least 15 minutes. d. Rinse brush buckets and return to stations. e. (after 15 minutes) Rinse brushes and combs. f. Set brushes and combs on towel, put in cabinet dryer and flip switch for heater.
Laundry	The laundry may be in different stages when student arrives. S/he must check the following steps for completion: a. Gather towels from all stations. b. Load towels in washer with 1/4 cup detergent. Set machine at "15" and start. c. Load towels into dryer, set at "2 hrs." and push START. d. When towels are dry, fold and stack neatly in towel drawer.
Empty Garbage	a. Empty back-room garbage. Replace liner. b. Check station garbages, empty when necessary and replace liners.
Fill Shampoo Bottles	a. Gather shampoo bottles from each station that is not occupied. This can be done one or several at a time. b. Fill bottles with shampoo from stock under sink. c. Rinse and dry off the bottles. d. Return all bottles to stations. e. Put away soap and wipe up counter area.
Clean 1 Set of Rollers	a. Gather one set of rollers from a different station each day. (Supervisor can help designate which set to clean.) b. Soak rollers in sink with water, and 1/2 cup soap for 5 minutes. c. Rinse tray and dry well. d. Rinse rollers and shake off excess water. e. Return rollers to tray, return tray to station.
Leaving	If there is extra time, supervisor may give student an additional task (such as cleaning mirrors or dusting tables). Student watches clock and stops on time. Student then puts away cleaning materials, gathers belongings, and says goodbye to supervisor before leaving.

Figure 7. Sample Job Description

JOB DESCRIPTION

Job Title: Making Parfaits

Job Location: Ice Cream Parlor

Time/Days: _____

This is one task out of several performed on this job

TASK	TASK INSTRUCTIONS
Gather Materials	Student will need to get the appropriate number of parfait cups from the back store room. They are in a brown box marked "parfait glasses." Beside that box is a bag full of lids. Student should get an equal number of lids. Student should take these to the north ice cream freezer, where all the sherbert is located, and get the long-handled soda fountain spoon from the soda water dispenser.
Pack Parfait Cups	Student should pack sherbert into the parfait glasses, using 3 to 4 flavors of sherbert to make a colorful, attractive parfait. There should be no air pockets in the parfait, so the sherbert needs to be packed well. Student should use the long-handled spoon to pack the sherbert, and since the sherbert is so sticky, the spoon will need to be rinsed often. Cup should be filled to the top, then the lid put on tightly.
Put Supplies Away	If there is a bucket in the case marked "Parfaits," all parfaits can be dropped into the bucket. Student should check the display case to see if there is room for more parfaits. If so, student should get an extra lid for each parfait to use as a base, and fill up the display area. Student should then rinse the spoon and return it to the soda area, wipe down the work area, and make sure the freezer is closed.

Figure 8. Sample Job Description

PROGRESS REPORT

Name of Student MICHAEL CARY Job ICE CREAM PARLOR

Rating scale 1-5. 1=Does not have skill 5=Skill has been mastered		Comments
1. Gets to work regularly and on time		
2. Reports if unable to work		
3. Completes tasks to best ability		
4. Uses work time efficiently		
5. Works at a reasonable speed		
6. Uses equipment properly and safely		
7. Works independently		
8. Dresses appropriately		
9. Grooming habits		
10. Complies to job standards and rules		
11. Gets along well with others		
12. Is willing to take criticism		
13. Exhibits appropriate behaviors		
14. Exhibits appropriate attitudes		

Additional Comments:

MIKE DOES A GREAT JOB OF COMING TO WORK ON TIME EACH DAY. HE PROJECTS A GOOD ATTITUDE AND WORKS WELL WITH HIS CO-WORKERS. HE IS NOW INDEPENDENT ON HIS PROGRAM FOR RESTOCKING PAPER AND PLASTIC ITEMS, AND HAS BEGUN A NEW PROGRAM OF MAKING MILK SHAKES. MIKE'S WORK SPEED VARIES FROM TASK TO TASK. HE IS STILL SLOW AT DIPPING PARTY ITEMS, BUT HE WORKS QUICKLY WHEN RE-STOCKING. MIKE SOMETIMES GETS SILLY AND WHISTLES AT THE (FEMALE) CUSTOMERS. HE IS ON A PROGRAM TO STOP THIS BEHAVIOR.

MIKE IS A PLEASURE TO WORK WITH, HE ALWAYS COMES TO WORK WITH A SMILE!

Evaluation Period: Nov. 1 - 30, 1987 By: Angela Schwindt

Please let us know if you have any questions or concerns:

Vocational Education, Special Needs Program
Franklin School, 750 NW 18th Street
Corvallis, OR 97330 Phone: 757-5899

Copies to: Parent, Supervisor, Contact Teacher, Voc. Ed.

Figure 9. Sample Progress Report

The original progress report is mailed to the student's parent or guardian, with copies sent to the employer, contact teacher, vocational file, and in some cases to the student's counselor. It may be helpful to keep a copy of the evaluation on the clipboard for reference.

Evaluations should be positive, but with mention of areas in which the student needs to improve. At the top of the report, the trainer rates the student on a scale of one to five (ranging from below average to above average), in areas such as attendance, speed, efficiency, completing job tasks, etc. In the comment section below, the trainer should reinforce the student's strengths, and explain any below-average ratings with suggestions for improvement. An initial progress report might include a brief job description in the comment section. Subsequent reports may provide additional details about the student's job performance, or give general information relating to that evaluation period.

Supervisor Evaluation Form (Figure 10). Once every two to three months, the Supervisor Evaluation Form is substituted for the progress report. This lets both the student and the vocational trainer know what the employer's (or supervisor's) perception is of the student's job performance. The trainer should encourage the supervisor to rate the student as if s/he were a paid employee. Evaluation should be honest and should include constructive criticism. The supervisor should review the evaluation with the student when at all possible. This gives the employer the opportunity to give feedback and thank the student for his/her work. Often, this direct interaction with the supervisor is reinforcing to the student. If the student is rated above average on all aspects of the job, the trainer should pursue the possibility of the student applying for a paid position at that site.

Miscellaneous Material

One section in the student's main file is labeled "miscellaneous." This is the section where any information pertaining to the student which is not included in the other file sections is placed. Materials filed in this section include the following:

1. Information from previous school districts or programs
2. Permission slips
3. Photo releases (Figure 11)
4. Special testing results or other work-related reports
5. Any correspondence pertaining to the student (letters, memos, etc.)
6. Extra copies of documents or clipboard forms (student contract, etc.)
7. A checklist entitled "Things To Do To Begin a Work Placement" can be an extremely useful tool for the vocational trainer or coordinator. There are many details to attend to while setting up a work placement. The checklist suggests a sequence for these activities, but, of course, the sequence will vary slightly with each work placement. The person using the checklist can mark out items which are not appropriate for the particular student, then record the date, or simply check off the item when each task is completed (Figure 12).

VOCATIONAL EDUCATION

SUPERVISOR EVALUATION FORM

Student: MIKE CARY Job Position: STAFF ASSISTANT

Employed by: ICE CREAM PARLOR Supervisor: B. GOOD

INSTRUCTIONS: Please evaluate the student's performance in each of the following areas according to the following scale:

(N) No basis for judgement
(1) Needs improvement
(2) Below average
(3) Satisfactory
(4) Above average
(5) Excellent

1.	Arrives at work on time	N	1	2	3	4	(5)
2.	Arranges lateness and time off in advance	N	1	2	3	4	(5)
3.	Completes work by deadline	N	1	2	3	(4)	5
4.	Is cooperative with supervisor	N	1	2	3	4	(5)
5.	Works well with others	N	1	2	3	4	(5)
6.	Accepts criticism	N	1	2	3	4	(5)
7.	Is enthusiastic	N	1	2	3	4	(5)
8.	Deals with tasks efficiently	N	1	2	3	(4)	5
9.	Performs effectively under pressure	(N)	1	2	3	4	5
10.	Performs tasks with minimal supervision	N	1	(2)	3	4	5
11.	Completes job in minimal time	N	1	2	(3)	4	5
12.	Is accurate and careful in work	N	1	2	3	(4)	5
13.	Appearance: grooming	N	1	2	3	4	(5)
14.	Attendance	N	1	2	3	4	(5)
15.	OVERALL PERFORMANCE	N	1	2	3	(4)	5

General comments concerning student's perfomance on the job: MIKE STILL REQUIRES TRAINER ASSISTANCE IN HIS POSITION, BUT HE IS LEARNING FAST. AS A VOLUNTEER, MIKE IS A VALUABLE EMPLOYEE.

Student comments: N/A

Employer Signature: Bill Good Date: December 30, 1985

Student Signature: Mike Cary Date: 12/30/85

*Please discuss the evaluation with the student when completed. Keep a copy of the evaluation and return remaining copies to vocational trainer for distribution.

copies to: Employer, Vocational Office, Parent, and Teacher

Figure 10. Sample Supervisor Evaluation

VOCATIONAL EDUCATION
Corvallis School District 509 J

Franklin School
750 N.W. 18th
Corvallis, Oregon 97330

February 1, 1985

Dear Parent or Guardian:

The Vocational Education program is developing a slide show to use in presentations to groups with interests in Special Education.

For an accurate presentation of our program we would like to compile pictures representative of our various vocational classes and work experience sites.

Because your child is enrolled in our program, we would like your permission to photograph your child while s/he is participating in a voc. program.

Please complete the permission slip below and return it to our office at your earliest convenience. Thank you for your cooperation.

Sincerely,

Cameron Covey

Cameron Covey, Coordinator
Vocational Ed. for Special Needs Program

*NOTE: If student is 18 or over, please have them fill out the form below.

* * * *

Trainer:_____ **Student:**_____ **Worksite:**_____

STARTING A WORK PLACEMENT

THE COORDINATOR WILL:

____ 1. Interview and meet with the student when a placement is found. Coordinator will discuss jobsite and duties, time of job, transportation, dress, etc.

____ 2. Set up most worksites. This includes contacting employers, arranging a time period for a vocational placement, confirming a starting date, and setting up a trainer and student for the job.

____ 3. Arrange transportation for student, using the transportation form (include a starting date).

____ 4. Contact the parents to introduce the voc. ed. program. Discussion should include description of jobsite and duties, time, transportation, dress, grooming, and expectations for the student (i.e. calling in when sick, etc.). Coordinator will ask parent(s) about specific goals they might have for their child at this worksite.

____ 5. Contact teacher(s) and/or counselor. Discussion will include classroom/voc. schedule; goals at the jobsite; times and transportation; expectations of the student for grooming, attendance, and job responsibilities, etc.).

THE TRAINER WILL:

____ 1. Get to know the student before the job begins. (This might be through classroom or work observations, an informal interview, or a previous contact with the student.)

____ 2. Contact parents to introduce self and give starting dates of student's job. May want to discuss progress reports, policies of work, etc. (Coordinator will have covered most of the basics.) Send parents a copy of program brochure and business card. (May put work placement phone number on back of card.) Card should also be given to student, for calling in when sick.

____ 3. Contact teacher(s) and/or counselor to let them know you are the trainer. If you have never worked with the student, an informal visit with the teacher would be helpful. Open communication with the teacher (as well as the parent) is important!

____ 4. Contact employer. Introduce self, confirm a work time for the student, and arrange a time to visit and learn the job.

____ 5. Visit worksite. Introduce self to supervisors and co-workers when appropriate. Learn the job (by observing or actually doing the work). Confirm dress, behavior, grooming, attendance, productivity, and duty expectations with the employer. If possible (or appropriate), set up step #6. Talk to employer about student specifics (anything they need to know about working with the student).

____ 6. Have the student visit the jobsite before the first day of work. May even set up an interview and have the student fill out an application.

____ 7. Arrange for special work clothing or supplies for student, if necessary.

____ 8. Set up clipboard for the student and worksite.

____ 9. Additional steps for (specific) student:

_____

_____

Figure 12. Starting a Work Placement

8. "Things To Do To End A Work Placement" checklist. When ending a work placement, attention must be given to certain protocol such as giving proper notice to the employer, in order to maintain a positive working relationship. The sequence of activities may vary with each work placement, but the checklist is a valuable guideline. As each task is completed, it can be checked off and, if desired, the date of completion recorded (Figure 13).

Job File

The job file contains the student's job record and letters of recommendation. The purpose of this file is to assist the student in obtaining paid employment.

Following the training strategy described in Chapter 1, the vocational education program will provide each student with moderate to severe handicaps with many work training experiences. Data compiled on these experiences will constitute an impressive job record and collection of letters of recommendation. When searching for paid or more appropriate employment, photocopies can be made of the job record and letters of recommendation. This record of the student's successful work experiences can then be presented to prospective employers, and provides an appropriate substitute for the traditional job application.

Job Record (Figure 14). The job record provides a permanent account of each student's work experiences. At the conclusion of each work experience, an entry is made on the job record. This includes the name and address of the business, the supervisor's name and phone number, dates of employment, and a description of duties performed on the job.

Letters of Recommendation (Figure 15). As part of the training at each work site, the student is taught to ask for a letter of recommendation from the employer. A copy of the letter of recommendation is made and placed in the job file as part of the student's permanent record. Composing a letter of recommendation gives the employer the opportunity to reflect upon the experience of working with a student who has moderate to severe handicaps. It also gives the employer a chance to thank the student. As for the student, receiving the letter is usually a very positive experience.

Summary

The record-keeping system described in this chapter includes a daily mobile data collection method using a clipboard, and a permanent main file which provides a comprehensive, secure record of the student's relationship with the vocational education program. This record-keeping system facilitates the success of the vocational education program.

Trainer:_____ **Student:**_____ **Worksite:**_____

ENDING A WORK PLACEMENT

THE COORDINATOR WILL:

_____ 1. Contact teacher(s) and/or counselor. Discuss and evaluate the current work experience of the student, future options and plans for work placement, and confirm when (and why, if appropriate) the current job will end.

_____ 2. Contact parent(s). Discuss and evaluate the current work experience, future options, goals, and plans for work placement, and confirm when (and why, if appropriate) the current work experience will end.

_____ 3. Meet with the employer for an exit interview. Discuss their feelings about the student worker's performance, the vocational education program, and the possibility of having another student at their place of business in the future. Go over the "Business Survey."

THE TRAINER WILL:

_____ 1. Be sure the student gives the employer proper notice that they are leaving.

_____ 2. Have the student ask the employer for a letter of recommendation.

_____ 3. Contact teachers and parents to let them know when the last day of work will be and what the student's next placement will be (unless Coordinator has taken care of this step).

_____ 4. Write and distribute the final progress report, or give the supervisor evaluation form to the employer for completion.

_____ 5. Add this work experience to the student's job record in the job file.

_____ 6. Obtain a copy of the letter of recommendation for the job file.

_____ 7. Facilitate the student's efforts to express appreciation to the employer (i.e., verbally, a written thank you note, or Certificate of Appreciation).

_____ 8. Present the employer with a letter of thanks and/or a Certificate of Appreciation on behalf of the Vocational Education program and school district.

_____ 9. Complete the worksite cover sheet on the clipboard.

_____ 10. Record the last entries on the trainer feedback form.

_____ 11. Secure all clipboard information together and place it in the student's main file.

_____ 12. Talk to voc. secretary about changes in transportation arrangements, if necessary.

_____ 13. Additional steps for (specific) student:

_____

_____

_____

Figure 13. Ending a Work Placement

JOB RECORD

EMPLOYER: CORVALLIS MOTOR INN	ADDRESS: 1350 S.W. 4th Street, Corvallis, OR	TOTAL TIME: 3½ months (Years) (Months)
YOUR TITLE: Housekeeper	SUPERVISOR'S NAME AND TELEPHONE: Cary Woleslagle (503) 752-8111	
DUTIES (Be specific): Primary responsibility is to launder all Inn linen, which includes sorting all laundry into various carts, loading and operating the industrial-size washers, loading and operating the industrial-size dryer, folding all laundry to Inn specifications, putting laundry away, and marking laundry bags. Also responsible for washing and sanitizing Inn glasses, as well as sealing glasses in waxed paper bags.		FROM: 12/83 (Month) (Year) TO: 3/84 (Month) (Year) Hours worked each week: 7½ hours per week
EMPLOYER: CORVALLIS MOTOR INN	ADDRESS: 1350 S.W. 4th Street, Corvallis, OR	TOTAL TIME: 2 months (Years) (Months)
YOUR TITLE: Housekeeper	SUPERVISOR'S NAME AND TELEPHONE: Cary Woleslagle (503) 752-8111	
DUTIES (Be specific): Cleaned hotel rooms. Stripped used linen from rooms and replaced it all with clean sheets, towels, washclothes and bathmats. Also dusted, made beds, cleaned and disinfected bathrooms, vacuumed, re-stocked toilet paper, soaps and coffee bar, emptied trash cans, and sprayed deodorizer into rooms. Also straightened furniture and put all cleaning materials away after use.		FROM: 4/84 (Month) (Year) TO: 6/84 (Month) (Year) Hours worked each week: 7½ hours per week
EMPLOYER: COMMUNITY SERVICES CONSORTIUM	ADDRESS: 413 S.W. Jefferson, Corvallis, OR	TOTAL TIME: 5½ weeks (Years) (Months)
YOUR TITLE: Grounds Maintenance Crew Member	SUPERVISOR'S NAME AND TELEPHONE: Kate Deane and Cybil Perkins 757-5899	
DUTIES (Be specific): Worked on a seven-person crew, performed a variety of custodial and groundskeeping duties at Corvallis High School, Crescent Valley High, and Cheldeling Intermediate School. Cleaned desks and classrooms. Primarily pruned hedges and shrubs, clipped ivy, weeded ornamental beds, picked up litter, raked, cleaned outside walkways, pulled weeds, cut out brambles, filled out own timecard, and cleaned up work area and tools.		FROM: 6/84 (Month) (Year) TO: 8/84 (Month) (Year) Hours worked each week: 20 hours per week
EMPLOYER: AMERICAN PIZZA	ADDRESS: 22552 N.W. Circle Blvd., Corvallis, OR	TOTAL TIME: (Years) (Months)
YOUR TITLE: Salad Bar Stocker	SUPERVISOR'S NAME AND TELEPHONE: David Perkins (503) 757-6911	
DUTIES (Be specific): Primary responsiblity was to re-stock salad bar, which included four types of dressings, fifteen types of vegetables, sunflower seeds, and croutons. Kept hands clean, kept voice at appropriate volume, moved around customers and co-workers appropriately, put away all work materials, and cleaned up work area.		FROM: 9/84 (Month) (Year) TO: (Month) (Year) Hours worked each week: 4 hrs./week
EMPLOYER	ADDRESS	TOTAL TIME: (Years) (Months)
YOUR TITLE	SUPERVISOR'S NAME AND TELEPHONE	
DUTIES (Be specific)		FROM: (Month) (Year) TO: (Month) (Year) Hours worked each week

Figure 14. Sample Job Record

COMMUNITY
SERVICES
CONSORTIUM

Administrative Services
Business, Employment & Training Associates
Energy Programs
Food, Information & Resources
Housing & Community Development

August 2, 1984

To Whom It May Concern:

Kathy Jones has worked on the Grounds Maintenance Crew for its full 5½-week term. During that time she has had perfect attendance, and has maintained a good attitude towards her work.

Some of Kathy's duties have been pruning ivy, sweeping walkways, pulling and hoeing weeds, clearing out brambles, raking leaves, and cleaning up the work site. She has been concerned with detail and has taken pride in doing a thorough job. Kathy finishes the work that she begins.

With occasional supervision and assistance with problem-solving, Kathy is a very capable worker. We recommend her for similar work.

Sincerely,

Joe Employer

Joe Employer

BENTON COUNTY
413 S.W. Jefferson St.
Corvallis, OR 97333
(503) 757-6866

LINN COUNTY
433 Fourth St. S.W.
Albany, OR 97321
(503) 928-6335

LINCOLN COUNTY
906 S.W. Alder St.
(503) 265-8578
833C N.E. Third St.
(503) 265-8577
Newport, OR 97365

Figure 15. Sample Letter of Recommendation

BLANK FORMS

BEHAVIOR PROGRAM COVER SHEET

Name _____ **Date Initiated** _____ **Date Terminated** _____

Program to be Conducted: Home ☐ School ☐ Both ☐

BASELINE DATA

Collection Procedure: _____

Date	Data	Comments and Treatment

PROGRAM OBJECTIVE: _____

_____

_____

SYNOPSIS OF PROGRAM

Date	Weekly Total	Treatment #	Date	Weekly Total	Treatment #

POST TREATMENT FOLLOW-UP

Date	Weekly Total	Treatment #	Date	Weekly Total	Treatment #

If Program Terminated, State Reason: _____

_____

_____

BEHAVIOR PROGRAM TREATMENT FORM

Name _____

BEHAVIOR TO INCREASE _____ **BEHAVIOR TO DECREASE** _____

Treatment Number	Date	When BEHAVIOR TO INCREASE occurs, do this:	When BEHAVIOR TO DECREASE occurs, do this:

C660

BEHAVIOR TREATMENT DATA FORM

Name _____

Date Recording Initiated: _____ Date Recording Terminated: / /

BEHAVIORS								TOTAL	SUMMARY

ASSOCIATED WORK SKILLS CHECKLIST

Student: _____ **Placement:** _____

Date: _____ **Contact Person:** _____

WORK RELATED BEHAVIOR	Has Skill	Needs Training	Location				
			School	Home	Community	Work	Other
1. Checks own work							
2. Corrects mistakes							
3. Works alone without disruptions for specified periods with no contact from supervisor/teacher							
4. Works continuously at a job station for specified amount of time							
5. Safety:							
a. uses appropriate safety gear							
b. responds appropriately during fire drill							
c. follows safety procedures specific to classroom/shop							
d. wears safe work clothing							
e. cleans work area							
f. identifies and avoids dangerous areas							
g. responds appropriately to emergency situation (sickness, injury, etc.)							
6. Participates in work environment for specified periods of time							
7. Works in group situation without being distracted							
8. Works faster when asked to do so							
9. Completes work by specified time when told to do so							
10. Time Management:							
a. comes to class/work for designated number of times per week							
b. arrives at class/work on time							
c. recognizes appropriate time to take break or lunch							
d. recognizes appropriate time to change task							
e. returns promptly from:							
1. break							
2. restroom							
3. lunch							
f. uses time clock/clock appropriately							
11. Observes classroom/shop rules							
12. Does not leave work station without permission							

	Has Skill	Needs Training	Location: School	Home	Community	Work	Other
MOBILITY/TRANSPORTATION							
1. Takes appropriate transportation to and from school/work							
2. Locates work station/desk							
3. Locates bathroom							
4. Locates break/lunch area							
5. Locates locker or coat area							
6. Moves about class/work environment independently							
SELF-HELP GROOMING							
Independently:							
1. Dresses appropriately for school/ work							
2. Cleans self before coming to school/work							
3. Cleans self after using restroom							
4. Cleans self after eating							
5. Shaves regularly							
6. Keeps hair combed							
7. Keeps nails clean							
8. Keeps teeth clean							
9. Uses deodorant							
10. Bathes regularly							
11. Cares for menstrual needs							
12. Cares for toileting needs							
13. Eats lunch and takes break							
14. Washes before eating							
15. Brings lunch/snack independently							
16. Operates vending machine							
17. Uses napkin independently							
18. Displays appropriate table manners							
SOCIAL COMMUNICATION							
1. Communicates basic needs, such as:							
a. thirst							
b. hunger							
c. sickness							
d. toileting needs							

	Has Skill	Needs Training	Location: School	Home	Community	Work	Other
2. Does not engage in:							
a. self-stimulatory or self-abusive behavior							
b. aggressive/destructive behavior							
c. self-indulgent (attention getting) behavior							
3. Engages in relevant, appropriate conversation							
4. Responds calmly to emotional outbursts of others							
5. Talks about personal problems at appropriate times							
6. Refrains from exhibiting inappropriate emotions at school/work							
7. Refrains from bringing inappropriate items to school/work							
8. Refrains from tampering with or stealing other's property							
9. Responds appropriate to changes in supervisors/teachers							
10. Interacts with coworkers/students at appropriate times							
11. Responds appropriately to social contacts such as "hello" or "good morning"							
12. Initiates greetings appropriately							
13. Ignores inappropriate behaviors/ comments of coworkers/students							
14. Refrains from inappropriate sexual activity at school/work							
15. Laughs, jokes and teases at appropriate times							
16. Responds appropriately to strangers							
17. Approaches supervisor/teacher appropriately when:							
a. needs more work							
b. makes a mistake he/she cannot correct							
c. tools or materials are defective							
d. does not understand task							
e. task is finished							
f. disruption has occurred							
g. sick							
18. Complies with supervisor's/teacher's requests in specified period of time							
19. Responds appropriately to correctional feedback from supervisor/teacher							
20. Responds appropriately to changes in routine							
21. Follows instruction							

PROGRAM COVER SHEET

Student: _____ **Program:** _____

Terminal Objective: _____

Materials:	Non-verbal Cues (Set-up):
Instructional Cue:	Criterion:
Reinforcement Procedure:	
Correction:	Teaching Notes:

SWW69

TOTAL TASK DATA SHEET

Program: _____ **Name:** _____

Terminal Objective: _____

1.																							
2.																							
3.																							
4.																							
5.																							
6.																							
7.																							
8.																							
9.																							
10.																							
11.																							
12.																							
13.																							
14.																							
15.																							
16.																							
17.																							
18.																							
19.																							
20.																							
21.																							
22.																							
23.																							
24.																							
Percent Independence:																							
Raw Score: # X's or I's / Total # Steps																							
Dates:																							

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TOTAL TASK DATA SHEET - Page 2

25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Percent Independence:

Raw Score: # X's or I's / Total # Steps

Dates:

TRAINER FEEDBACK

Date/Staff	COMMENTS

CUES AND CONSEQUENCES OBSERVATION FORM

Name: _____ Date: _____ Observer: _____

1.	2.	3.	4.	5.	6.
+ Consequences	- Negative	Direct	+	Physical Assist	+

Criteria:

% of consequences delivered correctly = $\frac{\text{\# of consequences correct}}{\text{total \# of consequences (correct or incorrect)}}$ _____ % 90%

% of cues delivered correctly = $\frac{\text{\# of cues correct}}{\text{total \# of cues (correct or incorrect)}}$ _____ % 90%

Ratio of +:- = $\frac{\text{positive consequences}}{\text{negative consequences}}$ _____ : 4:1 +:-

* Consequences: Reinforcement positive or negative. Direct cues and P.A. are interpreted as negative

VOCATIONAL EDUCATION

Student Name:_____ Worksite:_____

Address:_____ Address:_____

Teacher/School/Phone:_____ Supervisor/Phone:_____

Parent Name(s):_____ Alt. Supervisor/Phone:_____

Home Phone:_____ Emerg.#:_____ Transportation:_____

Expressive/Receptive Language Skills:_____

Worksite Goals/Objectives:_____

Starting Date:_____ Ending Date:_____ Total Time Worked:_____

Week Of	Mon.	Tues.	Wed.	Thurs.	Fri.	Total Time

Comments

PROGRESS REPORT

Name of Student_____ Job_____

Rating scale 1-5. 1=Does not have skill 5=Skill has been mastered		Comments
1. Gets to work regularly and on time		
2. Reports if unable to work		
3. Completes tasks to best ability		
4. Uses work time efficiently		
5. Works at a reasonable speed		
6. Uses equipment properly and safely		
7. Works independently		
8. Dresses appropriately		
9. Grooming habits		
10. Complies to job standards and rules		
11. Gets along well with others		
12. Is willing to take criticism		
13. Exhibits appropriate behaviors		
14. Exhibits appropriate attitudes		

Additional Comments:

Evaluation Period: _____ By: _____

STUDENT DATA CARD

Student Name: _____ School: _____ Class of: _____

D.O.B. _____ S.S. # _____ Contact Teacher: _____

Address: _____ Home Phone: _____

Parent Names: _____ Work/Message Phone: _____

Comments: _____

SCHOOL YEAR ____

Per.	1st semester Class	Teacher/Rm	Per.	2nd semester Class	Teacher/Rm
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		

Student Name: _____

SCHOOL YEAR: ____

Per.	1st Semester	Teacher/Rm.	Per.	2nd Semester	Teacher/Rm.
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		

SCHOOL YEAR: ____

Per.	1st Semester	Teacher/Rm.	Per.	2nd Semester	Teacher/Rm.
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		

SCHOOL YEAR: ____

Per.	1st Semester	Teacher/Rm.	Per.	2nd Semester	Teacher/Rm.
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		

REQUEST FOR VOCATIONAL SERVICES

STUDENT NAME: _____ SCHOOL: _____ CLASS OF: _____ (year)

BIRTHDATE: _____ SOCIAL SECURITY #: _____ SEX: _____

HOME ADDRESS: _____ PHONE: _____

PARENTS' NAME: Father _____ Mother: _____ WORK #: _____

CONTACT INSTRUCTOR: _____ COUNSELOR: _____

REQUEST INITIATED BY:
_____ Parent _____ LRC/DD Instr. _____ Administrator
_____ Student _____ Counselor _____ Other_____

REASON FOR REQUEST:
_____ Vocationally Oriented _____ IVEP Development
_____ Irregular Attendance _____ Inappropriate behaviors
_____ Low performance in academic areas

DESCRIBE ACTION ALREADY TAKEN: _____

_____

ANTICIPATED OUTCOME:
_____ Specific Vocational Training _____ Career Information
_____ Interviewing Skills _____ Summer Work Experience
_____ Associated Work Attitudes _____ Other_____

PARENT(S) CONTACTED: _____ NO _____ YES DATE: _____

OTHER PERTINENT INFO. FOR VOC. SERVICES (include strong points or interests): _____

_____

_____

The above named student, is in my professional judgement, performing at level indicated in the following areas: Provide examples where possible.

	Poor	Fair	Good	Excellent
1. Attitude - Overall attitude toward school, adults, peers. Comments:				
2. Social skills - Ability to get along with peers, adults. Participation in social activitities - clubs, sports. Comments:				
3. Personal Hygiene - Overall general appearance, personal grooming. Comments:				
4. Manual Dexterity - Coordination, ability to work with hands. Comments:				
5. Reading/Writing Skills - Ability to express ideas in writing and ability to read and comprehend.				
6. Verbal Communication Skills - Orally expresses ideas and opinions. Comments:				

COMPLETED BY: _____ DATE: _____
(Signature)

Keep one copy. Send white copy to Voc. Ed. distribute other copies to: Counselor, LRC/DD Instr., Advisor.

EMPLOYER CONTACT

Employer	Date Contacted	Agree Yes	Agree No	Comments

Date: _____

STUDENT INTERVIEW / OBSERVATION

Student Name _____ School _____ Program _____

School Counselor _____ SS # _____ D.O.B. _____

Does student have a work permit? _____ YES _____ NO

School Schedule:

_____

_____

_____

_____

_____

_____

_____

After School Activities: _____

_____

Favorite Classes/Activities: _____

_____

School/Work Dislikes: _____

_____

Any Physical Barriers: _____

_____

Hobbies/Interests/Other Skills: _____

_____

_____

Previous Job Experience

1. _____
2. _____
3. _____
4. _____

Comments (duties, salary, length of time, etc.)

_____

_____

_____

_____

What type of job(s) is the student interested in? Rate preferences 1-4

____ Art/Graphics/Photo
____ Health Care
____ Hotel Support Services
____ Auto Body/Mechanics
____ Working with Computers
____ Other _____

____ Custodial
____ Grounds Maintenance
____ Farm Work
____ Construction
____ Restaurant Work

____ Office/Clerical
____ Manufacturing
____ Working with Animals
____ Working with Children
____ Retail

Is the student willing/able to work during the school day? _____

Is the student willing/able to work after school? _____

Is the student willing to work as a volunteer? _____

What are the transportation possibilities for work? _____

TRAINER COMMENTS ON: (Include positives, barriers, and things to work on)

Grooming Habits

Communication Skills:

Social Behaviors and Attitudes:

Additional Comments:

VOCATIONAL EDUCATION

SUPERVISOR EVALUATION FORM

Student: _____ Job Position: _____

Employed by: _____ Supervisor: _____

INSTRUCTIONS: Please evaluate the student's performance in each of the following areas according to the following scale:

(N) No basis for judgement
(1) Needs improvement
(2) Below average
(3) Satisfactory
(4) Above average
(5) Excellent

1.	Arrives at work on time	N	1	2	3	4	5
2.	Arranges lateness and time off in advance	N	1	2	3	4	5
3.	Completes work by deadline	N	1	2	3	4	5
4.	Is cooperative with supervisor	N	1	2	3	4	5
5.	Works well with others	N	1	2	3	4	5
6.	Accepts criticism	N	1	2	3	4	5
7.	Is enthusiastic	N	1	2	3	4	5
8.	Deals with tasks efficiently	N	1	2	3	4	5
9.	Performs effectively under pressure	N	1	2	3	4	5
10.	Performs tasks with minimal supervision	N	1	2	3	4	5
11.	Completes job in minimal time	N	1	2	3	4	5
12.	Is accurate and careful in work	N	1	2	3	4	5
13.	Appearance: grooming	N	1	2	3	4	5
14.	Attendance	N	1	2	3	4	5
15.	OVERALL PERFORMANCE	N	1	2	3	4	5

General comments concerning student's perfomance on the job: _____

_____

_____

Student comments: _____

_____

Employer Signature: _____ Date: _____

Student Signature: _____ Date: _____

*Please discuss the evaluation with the student when completed. Keep a copy of the evaluation and return remaining copies to vocational trainer for distribution.

copies to: Employer, Vocational Office, Parent, and Teacher

Certificate
Of
Appreciation

To

_____

For participating in the vocational training of special needs students
during the 1984-1985 school year

_____ _____

Student Trainer

_____

Coordinator

TEACHING RESEARCH *publications*

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